# TEACHERS' PREPAREDNESS FOR THE IMPLEMENTATION OF THE NEW BUSINESS SUBJECTS' CURRICULUM IN SELECTED SECONDARY SCHOOLS OF KABALE DISTRICT, UGANDA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION, DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN RESEARCH

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# DECLARATION

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# DEDICATION

The thesis is dedicated to my parents Mr Bahenyangyi Edward and Mrs Bahenyangyi Jane Kabajurizi for their complete benefaction, my beloved spouse-Arinatwe Elizabeth, my lovely daughter- M/s Ahweera Seraphim and son- Ahabwe Cyrus, my three brothers; Trihohabwe Maurice, Niwamanya Brian, and Niwahereza Hillary and the only sister- Ayebazibwe Leria, my friends and relatives. I am grateful for the Prayer, tireless support direct and indirect inspiration for my success. May the God Lord consecrate you.

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# ABSTRACT

Teachers should be well prepared to enhance the implementation of the new Business Subjects curriculum. They ought to be well prepared to enhance the implementation of the new Business Subjects' curriculum so as to impart the values of UgandaVision 2040. Given the recent curriculum changes of Business Subjects in Ugandan secondary schools as well as limited empirical evidence and discussion on the guidelines of the teachers' preparedness for the implementation of the new Business Subjects' curriculum, the current study sought to assess teachers' preparedness for the implementation of the new Business Subjects' curriculum in selected secondary schools of Kabale District, Uganda. The Research objectives that guided this study were; to assess the teachers' characteristics for the implementation of the new Business subjects' curriculum; to identify the teacher practices that support teachers for the implementation of the new Business Subjects' curriculum; and; to identify teacher challenges that affect Business Subjects teachers' preparedness for the implementation of the new Business subjects' curriculum. The study was based on the doctrines of the curriculum theory developed by Ralph W. Tyler. Based on the pragmatist paradigm, the researcher adopted a mixed-methods approach. The research design used was the concurrent triangulation design. The study target population was 25 public and 16 private secondary schools in Kabale District giving a total of 41 secondary schools. Stratified sampling was used to select 5 private and 8 public secondary schools proportionally. A purposive sampling technique was used to select the study participants. These included 37 Business Subjects teachers and 13 Directors of Studies. Qualitative and Quantitative data were collected using in-depth interview schedules, and questionnaires respectively. The Quantitative data obtained were analyzed through inferential and descriptive statistics while Qualitative data were thematically analyzed. The study found out a significant effect of teacher characteristics on the implementation of the new Business Subjects curriculum. This was revealed by the Regression analysis' correlation of determination value of $R^{2}$(.667) indicated that (66.7%) of the determinants of implementation of the new Business subjects' curriculum can be influenced by teacher characteristics. The study found out that ICT integration, assessment and evaluation, lesson planning, use of teaching aids, Integration of teaching methods were the major teacher practices that Business Subjects teachers used to support their implementation of the new Business subject's curriculum. Further study findings revealed that the preparedness of Business Subjects teachers was being hindered by both inside and outside school-related teacher challenges. In conclusion, therefore, despite governments' efforts to prepare Business subjects teachers for the implementation of the new Business Subjects curriculum, the exercise is being hindered by Business Subjects teachers' ICT low skills, inadequate instruction materials, limited competent human resources, lack of locally published texts and inadequate in-service training. The researcher recommends that the government through the Ministry of Education should provide teaching and learning resources to secondary schools in plenty especially the human resource, more in-service training, instruction materials to prepare and enable Business Subjects teachers to realize the new Business subjects' curriculum goals. Besides, localizing training and teacher training on ICT should be prioritized as they are significant for preparing Business Subjects teachers to skillfully implement the new Business subjects' curriculum.

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## ABBREVIATIONS AND ACRONYMS

**BSU**          Business Studies Unit

**CIEM**          Department of Curriculum Instruction and Educational Media

**COVID-19**     Coronavirus Disease of 2019

**D.E. O**        District Education Officer

**D.O.S**         Director of Studies

**DAAD**          Germany Academic   Exchange Services

**EMPS**          Educational Management and Policy Studies

**HODs**          Head of Departments

**ICT**           Information and Communication Technology

**IMRP**          Instructional Materials Reform Program

**M.Ed**          Master's in Education (M.Ed.)

**MOES**          Ministry of Education and Sports

**NCDC**           National Curriculum Development Centre

**NGOs**          Non-Governmental Organizations

**PGDE**          Teachers Post Graduate Diploma in Education

**PhD**           Doctor of Philosophy in Education

**PTT**           Professional Teacher Training

**SPSS**          Statistical Package for Social Sciences

**STEM**          Science, Technology

**TD**            Teaching Documents

**TM**            Teaching Methods

**UACE**          Uganda Advanced Certificate of Education

**UBOS**          Uganda Bureau of Statistics

**UCE**           Uganda Certificate of Education

| | |
|---|---|
| **UIS** | UNESCO Institute of Statistics |
| **UNATU** | Uganda National teachers Association Union |
| **UNCST** | Uganda National Council for Science and Technology |
| **UNEB** | Uganda National Examinations Board |
| **UNESCO** | United Nations Educational, Scientific, and Culture Organization |
| **UPE** | Universal Primary Education |
| **USA** | United States of America |
| **USE** | Universal Secondary Education |
| **UTAM** | Uganda Technology and Management Institute |
| **WWW** | World Wide Web |

<div align="center">**CHAPTER ONE**</div>

<div align="center">**INTRODUCTION TO THE STUDY**</div>

## 1.0 Overview

The chapter presents the background of the study, problem statement, the purpose of the study, objectives of the study, research questions, justification of the study, the significance of the study, scope and limitation of the study, assumptions of the study, the study frameworks and operational definitions of the terms.

## 1.1 Background of the Study

Domike, and Odey (2014), refers to curriculum implementation as the summation of a scientifically prearranged process of instruction and erudition grounded on the objectives and goals of an edifying policy of a given nation. Moreover, UNESCO (2010) defines it as the course of action aimed at executing the program tasks and the ability to produce the desired program results rationally.

Globally, curriculum implementation of Business Subjects has attracted various global scholars. For instance, Roble, Agusto, and` Moriais (2019) indicates that curriculum implementation of Business Studies in higher education across many European countries is determined by the teaching standards and skills of higher education profession teacher training. However, UIS and UNESCO (2019) posits that enabling of implementation of Competence-Based STEM Curriculum in a country's education system improves the implementation of new curriculum content result from education reviews and reforms.

In this regard, global bodies have equally addressed the rationale for curriculum implementation in schools. UNESCO (2010) indicates that curriculum implementation in schools is paramount in achieving the self-actualization and

holistic development of the child. Similarly, the Convention of the Rights of the Child called for schools to prepare children for responsible living that is inevitable when a curriculum is properly implemented in schools across the countries (UNICEF, 2002).

In addition, many studies worldwide have shown how various education systems implemented curriculum in different levels of schooling alongside the aspects highlighted above. For instance, in the Korean education system, more attention was initially given to examinable subjects. However, with the revision of the curriculum, it was recommended that the education system whose curriculum is implemented should enhance learners' competencies whilst promoting good grades (Lee, 2013). Nevertheless, Rohmad (2017) reports that assessment of the higher education curriculum is significant to upsurge the superiority progression and the erudition upshot on advanced education of a nation. But, Ejercito (2011) reports that the lack of enough instructional materials was found to be the challenge to the implementation of basic education curriculum among the Asian countries.

Addressing curriculum implementation of Business Subjects at the continental level has attracted various African scholars. A case in point is Singh, and Padayachee (2017) the South African dual researchers reported that a flexible teaching strategy such as a blended learning teaching strategy, use of computer facilities should be integrated into teaching Business Studies Units. However, Azih, and Samuel (2019) study posits that curriculum implementation is achieved through adequate funding, monitoring the activities of Business Subjects in government-owned secondary schools of Sub-Saharan African.

Regionally, the above issue has also attracted studies from the East African region. Jerotich (2017) describes Business Studies as integration of Accounting, Office

Practice, Commerce and Economics subject elements and its teaching is aimed at providing practical skills to the education sector of Kenya. Therefore, curriculum implementation is vital for the overall development of the country. Jerotich, Kurgat, and Kimutai (2017), indicate that curriculum implementation depends on offering relevant training to teachers in all the elements of the subject, and the use of learner-centred teaching methodologies.

Nevertheless, the UNESCO guidelines advocate Curriculum reforms in curriculum implementation that Uganda has embraced to meeting her economic goals (UNESCO, 2014). Additionally, Tumushabe and Makaaru (2013) assert that curriculum implementation in Ugandan secondary schools is a comprehensive exertion to overhaul the current education system adopted. Though, Mcadonald (2020) reports that except Uganda, the second decade of the 21$^{st}$ century has seen all other East African Countries evolve from 7-4-2-3 to a broad-based curriculum of 8-4-4.

UNESCO (2012) reports that Uganda is still in the 7-4-2-3 education system adopted after independence in 1962. However, there has been various reforms and reviews in the curriculum of Business Subjects. For example, the Instructional Materials Reform Programme in 2000, the 2008 curriculum review, and the recent curriculum review of 2020 for lower secondary are all aimed at developing appropriate content for the implementation process (NCDC 2020: Macdonald, 2020). These reviews have seen the Genesis of dropping of the previously taught subjects; Shorthand, Office Practice; There is also the integration of Principles of Accounts, Commerce elements into two subjects, that is; Entrepreneurship Education and Economics, (NCDC, 2020).

This portrays that Uganda has embraced an integrated approach for Business Subjects as two subjects only-Economics, currently that taught in Advanced level and

Entrepreneurship Education compulsory in senior one and two in the lower secondary (MOES, 2020). UBOS (2019) articulates that curriculum reforms are aimed at reducing the heavy workload for both the instructors and the students to enhance the curriculum implementation of Business Subjects.

However, In Uganda, limited empirical evidence exists on discussions for the implementation of the new Business Subjects curriculum. This is evidenced by limited studies that focus on curriculum implementation of Business Studies. For instance, Ward, Penny, and Read (2016) study concluded that despite the reforms, curriculum implementation of Business Subjects in lower secondary schools is still poor. Similarly, Samal (2012) study concludes that curriculum implementation of a given curriculum is an alarm for all educationists and other stakeholders. Congruently, Niwagaba (2018) conducted a study in Kanungu district and reported that teachers' ability and readiness to integrate computer resources affect curriculum implementation in Ugandan secondary schools.

Consequently, presenting limited empirical evidence and literature on the teachers' preparedness and the implementation of the new Business Subjects' curriculum of Kabale and Ugandan secondary schools particularly in high school justifies the current study. The present study intends to assess the teachers' preparedness for the implementation of the new Business Subjects curriculum in selected secondary schools in Kabale district, Ugandan.

**1.2 Problem Statement**

Teachers should be well prepared to enhance the implementation of the new Business Subjects curriculum. They ought to be well prepared to enhance the implementation of the new Business Subjects' curriculum so as to impart the values of Uganda Vision

2040 (MOES, 2020). This is because of the various reforms and reviews roll outs in the curriculum of Business Subjects; Instructional Materials Reform Programme (2000) the 2008 curriculum review, and the recent curriculum review of 2020 for lower secondary Competent Based (NCDC, 2020)

This argument borrows from NCDC (2020) which points out that the new Business Subjects' curriculum implementation is meant to prepare students for entrepreneurial values and self-employment. In this regard, Tumushabe and Makaaru (2013) assert that Business Subjects are considered as commercial Subjects whose curriculum should aim at attaining the values of UgandaVision 2040. This indicates that Business Subjects are very vital for the realisation of Uganda's sustainable development

Besides, with a focus on teachers' preparedness and curriculum implementation, limited literature has also addressed the phenomenon. In this regard, Akampurira (2016) points out that Ugandan secondary school curriculum implementation hinges on offering relevant training to teachers. However, this examination needs specific empirical proof of the curriculum implementation of the new Business Subjects curriculum.

However, aspects of teacher preparedness and the implementation of the new Business Subjects curriculum in Ugandan secondary schools are not adequately covered. Therefore, the recent curriculum changes as well as limited empirical evidence and discussion on the guidelines of the teachers' preparedness. made the current study timely to assess teachers' preparedness for the implementation of the new Business Subjects curriculum in selected secondary schools of Kabale district.

**1.3 Purpose of the Study**

The purpose of the study was to assess teachers' preparedness for the implementation of the new Business Subjects curriculum in the selected secondary schools of Kabale districts.

**1.4 Study Objectives**

1. To assess the effect of teachers' characteristics in the implementation of the new Business Subjects curriculum.

2. To identify the teacher practices that support Business Subjects teachers in the implementation of the new Business Subjects curriculum

3. To identify teacher challenges that affect Business Subjects teachers' preparedness in the implementation of the new Business Subjects curriculum.

**1.5 Research Questions**

1. What is the effect of Teachers' characteristics on the implementation of the new Business Subjects curriculum?

2. What are the teacher practices that support Business Subjects teachers in the implementation of the new Business Subjects curriculum?

3. What are the teacher challenges that affect Business Subjects teachers' preparedness in the implementation of the new Business Subjects curriculum?

**1.6 Research Hypothesis**

1. Teachers' characteristics significantly affect the implementation of the new Business Subjects curriculum.

2. Teacher practices significantly affect the implementation of the new Business Subjects curriculum.

**3.** Teacher challenges significantly affect Business teachers' preparedness in the implementation of the new Business Subjects curriculum.

## 1.7 Justification of the study

According to MOES (2020), the implementation of the new Business Subjects curriculum is paramount for the realization of the entrepreneur knowledge and values of Uganda Vision 2040. Therefore, teachers' preparedness through in-service teacher profession training supports curriculum implementation in Ugandan secondary schools (NCDC 2020). The rationale for this study was the prerequisite to bridge the empirical and theoretical knowledge gap existing from previous studies/literature on teachers' preparedness and curriculum implementation of Business Subjects literature in Uganda. This argument has been influenced by Luyiima (2011) who concluded that teacher preparedness influences the use of ICT resources for curriculum implementation of entrepreneurship Education in Ugandan secondary schools that convey a knowledge/literature gap on curriculum implementation of Business Subjects in Kabale district. The current study is also predisposed by Baluku, & Kasujja (2018) study that focused on Teacher readiness and curriculum implementation in primary schools of Kasese district that lack secondary school and Business Subject's context. Therefore, scanty literature on the teachers' preparedness and curriculum implementation particularly of Business Subjects. This study is timely as it intends to assess teachers' preparedness in the implementation of the new Business Subjects curriculum in a secondary school setting.

## 1.8 Significance of the Study

The current study findings are hoped to provide both practical and theoretical significance. Therefore, this study is expected to be noteworthy as follows:

1. The current study findings should add to existing knowledge on teachers' preparedness and the implementation of the new Business Subjects curriculum in Uganda and beyond.

2. The findings of this study should permit pre-service and in-service Business Subjects teachers towards augmenting their competencies and preparedness for curriculum implementation of Business Subjects.

3. The findings could guide curriculum developers and planners towards constructively designing and structuring courses of Business Subjects teacher training programmes. This could provide the Business Subjects instructors with pragmatic know how to adopt pertinent instructional practices and methods for the implementation of the new Business Subjects curriculum.

4. The current study findings should also inform the Ugandan Ministry of Education and Sports of the requirements to avail and consider in the Business Subjects curriculum. Therefore, critical in making an informed evaluation of how well the Government and donor resources enhance into the implementation of the new Business Subjects' curriculum

5. The findings from the current study should provide insight into the instructor challenges faced by Business Subjects educators while implementing the Business Subjects' curriculum in Uganda. This will guide the various stakeholders in education on practices to adapt to overcome those challenges. This eventually enhances implementation of the new Business Subjects curriculum.

6. The study findings should be imperative to both Ministry of General Education and Non-Governmental Organizations (NGOs) in having an

informed evaluation of how well Government and donor resources translate into the smooth implementation of the new Business Subject's curriculum.

## 1.9 Scope of the Study

The present study limited itself to assessing teachers' preparedness for the implementation of the new Business Subjects curriculum in Ugandan secondary schools. This study limited itself on assessing the teachers' characteristics for curriculum implementation of Business Subjects, teachers' characteristics for the implementation of the new Business Subjects curriculum, teacher practices that support Business Subjects teachers for the implementation of the new Business Subjects curriculum, teacher challenges that affect Business Subjects teachers' preparedness for the implementation of the new Business Subjects curriculum. The present study focused on selected secondary schools of Kabale district, Uganda. The study considered all participants to have features similar to those of individuals from all other districts of Uganda.  The data collection exercise was slated to commence in January 2021 but started in March 2021 due to the COVID-19 situation.

## 1.10 Limitation of the Study

The limitations of this study stemmed from its sampling and methodology. The current study sampled both individual owned and government-owned secondary schools of Kabale district. As such it was difficult to present the case for private and public secondary schools outside the study locale which lacks multicultural features. The study sampled only Business Subjects teachers teaching at the advanced level. This does not mean that there are no Business Subjects teachers at the ordinary level. Teachers are available but are only teaching ordinary Entrepreneurship Education subject that is not covered by the study. However, the effect of these limitations was

catered for by the research design that allowed the investigator to scrutinize data within and across situations to establish the worth and reliability of the findings.

This study also experienced the limitation of using questionnaires for data generation. Data gathered using research questionnaires relied on Business Subjects teachers self-reported data. Although data collected using questionnaires were supported and validated by the evidence from interviews with the Director of Studies, data depended on Business Subjects' teacher's individual-reported data. This potentially did not reflect what happens in the school since observation of the real school life/setting was not done. However, this was solved through triangulation of data generation methods. This helped to eventually validate the data gathered using questionnaires by the data from in-depth interviews.

In addition, the present study focused on teachers' preparedness for the implementation of the new Business Subjects curriculum. However, this study isolated teachers' preparedness as a key moderator of the implementation of the new Business Subjects curriculum. It's worth noting that other agents concurrently influence curriculum implementation of Business Subjects inside and outside school. This was controlled by focusing on the assessment of teachers' preparedness than its influence on the implementation of the new Business Subjects curriculum. Being a cross-sectional type of study was a limitation in that, it collected data over a short period, yet perceptions change with time. Finally, generalizations could not be made on all districts due to differences in socio-cultural factors.

## 1.11 Assumptions of the Study

This study was grounded on the assumptions that the selected respondents willingly participated in the study, the study participants were honest in giving their responses

for a true picture of what is practiced in the classroom and that they were not biased, that all the Business Subjects offered in secondary schools are given similar attention, and that at least three teachers for Business Subjects will be selected from each selected secondary school employed. Finally, that the Head of Departments (HODs) are also active Business Subjects teachers and that Business Subjects teachers supported the implementation of the new Business Subjects curriculum.

## 1.12 Theoretical Framework of the Study

The present study was underpinned by the Curriculum theory developed by Ralph W. Tyler in 1949 that is embodied in Tyler's work entitled "Basic Principles of Curriculum and Instruction". Tylers' curriculum theory, is a deductive theory that starts from the general (investigating the needs of society) to the specific (stipulating instructional purposes). According to Tyler (1994), the theory is linear and it takes a certain order or categorization of phases from commencement to end. Curriculum developers could judge entry points and interrelationships of components of curriculum as it suggests what must be done and what is done by curriculum implementors.

Tyler (1994) indicates that the theory holds three types of resources that should be used to formulate the purpose of instruction. These forms include: learners, contemporary life, as well as proficient consideration of the study field. Therefore, these resources guide the planning of a curriculum as per the aims of a given education system.

According to Tyler (1994), the theory has four instincts or impulses to curriculum development and its implementation. The four instincts are; defining objectives of the

learning experience, defining learning experience, organizing of learning activities, as well as evaluation and assessment of learning Experiences.

***Defining objectives of the learning experience***: Learning objectives are defined in terms of know-how, communiqué skills, social and moral viewpoint, numerical and analytical skills, as well as cognitive taxonomy. Tyler recommends the formulation of the edifying objectives from three sources of studies of society, studies of the students, and subject-matter experts. Tyler says that a progressive report is important in studying the learners' interests. Tyler theory is concerned with learning linked to the matters of society and supposed studies of present-day life to deliver data for learning goals. Testing the initial/tentative objective for their attainability and their efforts in real curriculum situations are paramount for any curriculum development process. These objectives are also set based on the school's edifying viewpoint and knowledge of the psychology of learning, which results in a final set of educational objectives. This instinct informed the study that Business studies should always set their objectives based on the school's edifying philosophy and knowledge of the psychology of learning for curriculum implementation.

***Defining learning experience***: This refers to the interaction of the learner with the external conditions in the setting to which he/she can react. The theory stresses that these learning experiences are different from the content with a course or activities performed by the teacher but are activities in the learning process. Learning occurs through the active behaviour of the student. The student does what the teacher does. He stresses that students learn through exploration. The instinct informed the study that, to enhance curriculum implementation, Business Subjects teachers should encourage students to actively engage them independent study by use of learner-centred teaching methods.

***Organizing of learning activities;*** This instinct is an imperative aspect in curriculum implementation.  This is because it greatly influences the efficiency of teaching and the extent to which major educational reforms are brought about to the learners.  Tyler believes that scholars require tangible skills to which the interpretations are meaningfully associated.  According to the theory, there are three standards in organizing learning experience continuity, content sequencing of learning experience and integration of learning experiences.  Tyler theory describes two sorts of organizing learning experiences; organizing vertically when the learning experiences are in a corresponding study but at varying levels and horizontally when the learning experience is in the same study and level.  This informed the study that Business Subjects teachers should prepare and plan for the lessons so that learning is a continuous process in a logical sequence that facilitates implementation of the new Business Subjects curriculum.

***Evaluation and assessment of learning experiences;*** This is a course of ascertaining whether the educational aims are being realized by the curriculum being implemented. This is a standard appraisal measure of the program of curriculum and instruction.  It is the course of linking preliminary expectations in the form of behavioural objectives with upshots attained by the student. Appraisal permits gaining data on the achievement of the edifying goals by the scholars (summative function) and to measure the effectiveness of the implementation/learning process (formative function). This instinct informs the study that Business Subjects teachers should embrace evaluation to monitor changes in student behaviour as per the goals of the Business Subjects' curriculum

Therefore, underpinning the current study with the Tyer theory is justified because the theory assumptions (tenets) rhyme well with the current study variables and

objectives. For example, the defining objectives of the learning experience and defining learning experience tenets covers all the teacher preparedness variables. Additionally, organizing of learning activities as well as evaluation and assessment of learning experiences instincts related to teacher practices that translate into curriculum implementation.

Therefore, the implication of Tyler theory to the current study was that it informed the study that the Business Subjects teacher should always set his/her objectives in line with the school's edifying viewpoint and knowledge of the psychology of learning. This could arouse students' interest in the curriculum content. By applying this theory, Business Subjects teachers must inspire students to be vigorously involved in realizing what the world is like. This is because no sole learning experience has a profound impact on the learner. This will develop a connection between learner experience and learning objectives. Business Subjects teachers should plan for the lessons so that learning is a continuous process in a logical sequence This allows integration of knowledge and learning experience in advance, thus curriculum implementation. The theory informed the study that Business Subjects teachers should embrace evaluation to monitor changes in student behaviour as per the goals of the Business Subjects subjects' curriculum. This informed the study about standards of measuring whether educational objectives are being comprehended by the curriculum implementors. Henceforth, continuous curriculum preparation through lesson preparation and scheming of the work should be adopted by the Business Subject teachers for the implementation of the new Business Subjects curriculum. This teachers' preparedness would also be a way of utilizing Tyler's theory when implementing the curriculum in a pragmatic classroom.

Therefore, this theory guided the study in formulating data collection instruments with appropriate content that addressed all the study objectives. It also guided the data analysis process, and interpretation. Besides, it guided the researcher in making study conclusions, recommendations, and, suggestions for further research based on the doctrines of the theory.

**1.13 Conceptual Framework of the Study**

This is the connecting of the elements of the research process, interest and personality, literature, theory and the methods all together as explained by (Creswell 2012). The conceptual framework refers to the untainted graphical depiction of a study's organization or main theoretical doctrines (Marguerite, Dean & Katherine (2010). Similarly, Mugenda and Mugenda (2007) refers to it as a graphical design of the conceptual framework, the key variables, categories, concepts or aspects linked by line and arrow to show the relationship and interaction.

The researcher assumed that the independent variable (IV) influences the dependent variable (DV). For the current study, the researcher conceptualized the relationship between teachers' preparedness with its concepts and the implementation of the new Business Subjects Curriculum as shown below;

**Independent Variable (IV)**                    **Dependent Variable (DV)**



Teachers' Preparedness

**Teachers' Characteristics;**

1. Professional training (Preservice and In-service teacher training)

3. Instructional characteristics (Class delivery)

**Implementation of the new Business Subjects Curriculum;**

1. UCE Students' Performance

2. Students Termly achievement

3. Social skills

4. Syllabus accomplishment

**Teacher Practices;**

1. Lesson planning

2. ICT Integration

3. Evaluation and Assessment

**Teacher Challenges;**

1. Administration challenges

2. Resources related challenges

3. Methodological challenges

**Figure 1.1 Conceptual Framework**

**Source: Researcher (2020)**

From the figure above, the independent variable (IV) is teachers' preparedness conceptualized as Teachers' characteristics, Teacher practices, and teacher challenges. The dependent variable (DV) is the Implementation of the new Business Subjects Curriculum which is manifested by aspects of Uganda Certificate of Education (UCE) Students' performance, Student termly achievement, development of social skills and syllabus accomplishment.

Teachers' characteristics are conceptualized as teacher professional training (Inservice and pre-service training), workshops and instructional features. The researcher, therefore, investigated whether teacher practices such as lesson planning, ICT integration, evaluation and assessment and use of teaching aids in classroom space translate into curriculum implementation. Teacher challenges hypothesized as administrative, methodological and resource-related challenges faced by Business Subjects teachers while implementing the new Business Subjects curriculum were also investigated.

## 1.14 Definition of Operational Terms

The subsequent segment defines imperative terms as used in this study. The first fragment gives the conventional meaning of the terms according to various authors whereas the second gives the meaning of the terms as operationalized in the current study

**Teacher's preparedness:** This term denotes the state of readiness of the teachers for the teaching profession (Manasia 2020). According to the study, it refers to the teacher characteristics, challenges faced by Business Subjects teachers, and teacher practices for curriculum implementation in Business Subjects.

**Teachers' characteristics:** Teachers' Characteristics refers to the job-related features possessed by any teacher in the teaching profession (Penal, Fishman, Yamaguchi, & Gallagher 2007). According to the study, these refer to the instructional features, an at least three teachers for Business Subjects d teacher professional training for curriculum implementation of Business Studies.

**Teacher challenges:** These are teacher difficulties faced while trying to realize a goal or target (Charity 2016) According to the current study, the term refers to the administrative, methodological and resources related difficulties that threaten the

preparedness of Business Subject teachers for curriculum implementation in Business Subjects.

**Teacher practices:** It refers to the teaching strategies adopted to execute a given task to realize the set goal (Phelan, 2018). According to the current study, teacher practices refer to the teacher practices of lesson planning, usage of teaching aids, assessment and evaluation, ICT integration by Business Subjects teachers for curriculum implementation of Business Subjects.

**Business Subject**s: Business Subjects refer to commercial, occupational and living subjects taught in a school curriculum (Tumushabe & Makaaru 2013). According to the current study, new Business Subjects refer to Economics and Entrepreneurship Education offered in the Ugandan secondary school.

**Curriculum Implementation:** It refers to the execution of the program's tasks and the ability to produce the desired program results rationally (UNESCO 2010). In this study, this term refers to the rational output from a combination of teachers' preparedness components. That's; UCE student performance, students termly achievement, Social Syllabus adopted by Business Subjects teachers*.*

## 1.15 Summary of the Chapter.

This chapter presented the background to the study, statement of the study problem, the purpose of the study, research objectives, research questions, the research hypothesis, justification of the study, the significance of the study, scope and limitations of the study and assumptions of the study. It also covered the theoretical and conceptual frameworks guiding this study. The chapter ends with defining the operational terms used in this study. The next chapter reviews the study's related literature.

## CHAPTER TWO

## LITERATURE REVIEW

**2.1 Overview**

This chapter presents a review of related literature on the teachers' characteristics, teacher practices and teacher challenges for the curriculum implementation of Business Subjects in secondary schools. The review of the literature is divided into three sections grounded on the study objectives. They include: to assess the effect of the teachers' characteristics on the implementation of the new Business Subjects curriculum; to identify the teacher practices that support teachers for the implementation of the new Business Subjects curriculum; and; to identify teacher challenges that affect the teachers' preparedness for the implementation of the new Business Subjects curriculum.

**2.2 Studies on Curriculum Implementation.**

Curriculum implementation is the course of action of putting into practice the program of Business Subjects and the ability to produce the program result rationally (UNESCO 2019). Correspondingly, according to Otukile (2011), curriculum Implementation is the formulating of the plans and recommendations that are made by curriculum experts and subject matter specialists in a teaching space. Educationists are major curriculum implementers though the students, school officials, and parents can be directly or circuitously involved in the implementation process (Akampurira 2016).

Numerous studies have been conducted on curriculum implementation. Global scholars have expressed their views to address the issue of curriculum implementation. For example, Crosling, Edwards and Schroder (2008) reported that curriculum internationalization and the progression of relaxed scholastic materials

facilitate curriculum implementation for future employment opportunities. However, Barton, Garvisand Ryan (2014) reveals that the implementation of a curriculum succeeds when the teachers, students and other stakeholders involved in teacher education programs of higher education are involved in curriculum development and implementation.

In the same vein, Livingstone (2014) reported that improved teaching practices in Higher Education facilitate curriculum implementation that is measured in student learning outcomes. Nonetheless, Nawastheen, and Puteh (2012) indicates that the implementation of a curriculum process becomes a concern of all teachers implementing it. Zhu (2019) a Chines researcher reports that reforming an education system improves the quality of classroom teaching of Business Subjects teachers. Embracing greater student ownership of their learning through student-centred approaches leads to an improved teaching-learning process (Cowie, Hipkins, Boyd, Bull, Keown, McGee, and Moreland (2009). However, Nevenglosky (2018) indicates that teachers require additional information via peer collaboration before the expected implementations occur for curriculum implementation.

Curriculum implementation on the continental level has attracted various African scholars. Okoli, and Okorie, (2015) reported that teaching facilities affect the implementation of the curriculum. However, Olumide, (2016) revealed that competent human and material resources are required for curriculum implementation. It is also argued that teachers need capacity building in all areas of instruction for teaching to take place (Ola 2017). Additionally, Ambei, Kum, and Ambei (2018) asserts that achieving the goals of education is realized in a nation when the teachers' main role assumed is curriculum implementation.

Furthermore, Emeasoba (2018) observed that Business studies facilities and equipment are required for instruction and learning of Business studies. However, Menkiti, and Odike (2019) reveals that the absence of encouragement from parents hinders teaching. Sithole (2010) indicates that teacher-centred pedagogy promotes curriculum implementation. Similarly, Chikiwa (2018) reports that models provide motivation and enhancing conceptual understanding of knowledge as well as meaning during the teaching and learning process. These study results indicate the importance of models in the curriculum implementation process.

Curriculum implementation in Central Africa is variedly perceived; Simunthala (2019) a Zambian researcher asserts that implementation is competently evidenced by the academic qualification of the teachers and their teaching experience. However, Siwale and Izukanji (2019) indicates that the availability of instructional materials affects the curriculum implementation in a secondary school.

Curriculum implementation in East Africa has taken a different twist. It has attracted various regional scholars. Kosgei (2015) indicates that school-related dynamics are momentous for curriculum implementation in Kenyan secondary schools. However, Hardman, Dachi, Elliott, Ihebuzor, Ntekim, and Tibuhinda (2015) asserts that teachers' participation in the school-based training promotes an optimistic attitude towards their training and their students which promotes an interactive learning process that spearheads curriculum implementation in East African nations.

In the Ugandan context, it should be noted that there is still limited literature on Business Subjects curriculum implementation. This is because many studies conducted addressed curriculum implementation on the general secondary school curriculum. For instance, Luyiima (2011) reveals that 69% of Ugandan teachers who

taught lessons twice a week with an average period of 80 minutes per lesson achieved syllabus completion which is one of the measures of curriculum implementation. However, Akampurira (2016) reveals that the curriculum implementation process is greatly affected by the top-down curriculum implementation process that doesn't involve implementors in the design of the curriculum. This is supported by UNESCO (2019) which reports that low upshots of educational changes in Uganda are majorly the result of poor execution of what was fundamentally a virtuous idea (UNESCO 2019).

## 2.3 Operative Practices for Curriculum Implementation

Focusing on operative practices for curriculum implementation in an educational institution, Konstantopoulos, Kubitsikey, Vath, Park, Johnson, and Edelson (2013) formulated a foundational model containing 13 principles of the practices for the curriculum implementation process. Therefore, according to Konstantopoulos, et al. (2013), there is no sole script for curriculum implementation but there are imperative fundamental philosophies that serve as criteria used by schools to plan for and assess curriculum implementation. The Thirteen principles include:

i. Curriculum implementation requires a deliberate, practical, and, complete approach to enhance all the essential values in each phase of school life.

ii. Evaluation strategies should be embraced to assess the school competence and ability, the functioning of the school staff as curriculum implementors and whether the student manifests proper curriculum implementation

iii. Curriculum implementation entails ethical leadership from all students and the staff.

iv. There should be the recruitment of parents and community members as full partners for curriculum implementation.

v. Curriculum implementation manifests itself in excellent academic performance

vi. The school must become a learning and ethical community in which all share responsibility for curriculum implementation

vii. Curriculum implementation should strive to enhance students' intrinsic motivation

viii. Curriculum implementation comprises a meaningful and challenging academic program that respects the students and helps them succeed in future.

ix. To achieve curriculum implementation, students need opportunities for morale and self-learning.

x. The school must be a nice and influential community

xi. A curriculum must be comprehensively defined to include thinking, feeling and behaviour.

xii. Curriculum implementation promotes core ethical values in students.

xiii. The school staff strive to achieve the same fundamental values that guide the instruction of students.

This piece discusses only principles 1 and 2 that are deemed appropriate for this study. Principle 1 states that curriculum implementation entails a deliberate practical and comprehensive approach that promotes all core values in each phase of school life. This principle suggests that; curriculum implementation should be conceived as a single entity with a sturdy, mutually supportive correlation. Besides, the principal recommends preparing teachers for curriculum implementation. The principle suggests that teachers' preparedness is in form of lesson planning prior to actual class lesson sessions. Besides, teachers should make use of teaching practices such as ICT integration for curriculum implementation (Konstantopoulos, et al. 2013).

From the preceding principle, Business Subjects teachers are informed to always do lesson planning prior to actual class sessions to realize curriculum implementation of Business Subjects. This indicates that teachers' preparedness through lesson planning as well as employment of teaching practices is vital for curriculum implementation of Business Subjects.

## 2.4 The New Business Subjects' curriculum in Uganda.

Within the 7-4-2-3 Education system, the new curriculum of Business Subjects is a result of numerous reforms, manifested by the dropping of the previously taught subjects; Shorthand, Office practice, and integration of Principles of Accounts and Commerce elements into one subject- Entrepreneurship and Economics (NCDC, 2020).

Besides the new Business Subjects curriculum in Ugandan, secondary schools have embraced the integrated approach that combines all key sections of Business Education to Entrepreneurship Education and Economics that are currently being offered from senior five and six and Entrepreneurship compulsory in senior one and two in the lower secondary. At the end of lower and higher secondary school cycles, the students sit for UACE and UCE examinations respectively (MOES, 2020).

The focal purpose of this amalgamation is to condense the workload for both instructors and the students as well as developing co-curricular skills in students for Entrepreneurship Education, Accounting, Economics, Commerce, Economics, and, Typing with Office Practice, and shorthand was the main Business Subjects taught in Ugandan secondary schools (UBOS, 2019). It should be noted that English is the principal medium of instruction for teaching the above Business Subjects in Ugandan secondary schools (UNESCO, 2000).

According to MOES (2000), the general objectives of secondary school education where Business Subjects are housed are:

1) Imparting and promoting nationwide unity and an understanding of common and public responsibilities; robust love and care for others and respect for civic property, as well as indebtedness of global relations and valuable international co-operation.

2) Promoting gratefulness and thoughtfulness of the cultural heritage of Uganda together with its languages.

3) Conveying and promoting a sense of willpower, moral and spiritual ethics, individual and cooperative accountability and inventiveness.

4) Enabling persons to obtain and advance information and an understanding of the emergent desires of society and the economy.

5) Providing current and complete knowledge in hypothetical and applied facets of ground-breaking production, modern managing procedures in the area of business and commerce with their convention in the framework of socio-economic growth of Uganda.

6) Qualifying individuals to progress basic technological, scientific, practical, agrarian and commercial skills for self-employment.

7) Empowering individuals to develop problem-solving skills, evidence gathering and understanding, autonomous reading and writing, self-reformation through learning and expansion of social, bodily and management skills through sports, associations and clubs.

8) Laying the foundation for further studies/ education.

9) Empowering an individual to use attained skills in resolving problems of the community and to advance in him/her a sturdy sense of positive and valuable belonging to that community.

10) Instilling constructive boldness towards industrious work with a strong respect for the dignity and individuals who participate in productive labour activities.

This part discusses only the 5th principle that is deemed appropriate for this study. This objective is focused on providing current and complete knowledge in hypothetical and applied facets of ground-breaking production, modern managing procedures in the area of business and commerce with their convention in the framework of socio-economic development of Uganda. Therefore, this means that; Business Subjects teachers should promote curriculum implementation of Business Subjects by providing current and complete knowledge in hypothetical and applied facets. These in turn lead to the acquisition of modern managing procedures in the field of business with their usage in the framework of socio-economic growth and development of Uganda.

Besides curriculum implementation of Business Subjects hinges on teacher's preparedness to teach (Luyiima, 2011). From the preceding, it is clear that any curriculum implementation process aims at character education for providing current and complete knowledge in hypothetical and applied facets for a better tomorrow of distinct nations and the world as a whole. Furthermore, the education curriculum of different countries should ensure that they invest in their curriculum programs Business Studies inclusively to shape young learners into responsible and successful future grown-ups.

## 2.5 Teachers' Characteristics and Curriculum Implementation

Teachers' Characteristics refer to the job-related features possessed by any teacher in

the teaching profession (Penal, Fishman, Yamaguchi, & Gallagher, 2007). They are in the form of teacher professional training or instructional features of the teachers (Mwaka, Nabwire, & Musamas, 2014). It should be noted that several studies have been conducted in addressing Teachers' characteristics and curriculum implementation.

Looking at instructional characteristics, Hayward, Lukaj, and McCann (2008) found out that the teachers with flexible instruction features positively influences curriculum implementation of Business Studies. Flexible instruction encourages student's engagement and participation in a class session consequently achieving learning experience outcomes of the curriculum (Mwaka, et al. 2014). This means that flexible teacher features are vital for Business Studies curriculum implementation. However, the highlighted studies lacked a Ugandan situation. The current study was done in Ugandan Secondary schools focusing on teachers' preparedness and curriculum implementation of Business Studies.

Additionally, In Spain, De-Juan-Vigaray, López García, Peris, Yáñez Muñoz, Martínez Mora, Cuevas Casaña, and Vallés Amores (2010) found out that the didactic (practical classes) instruction is for curriculum implementation. This is supported by Mohammad (2015) who reports that Business Studies curriculum implementation is enhanced when a single lesson utilizes a variety of instruction methods-case study, roleplay, and simulation. From the foregoing, encouraging students' participation in class didactic instruction should be embraced by Business Subjects teachers for the implementation of the new Business Subjects curriculum. However, these studies only used the quantitative approach. The current study employed a mixed-methods research approach.

Canagarajah (2012) findings show that in-service teacher professional training leads to Business Studies curriculum implementation. The teachers need to refresh their teaching skills for contemporary curriculum content due to reforms and reviews for proper curriculum implementation process in the USA. This is interrelated to Frost, Hill, Lightfoot, & Redonda-Sama (2016) who reports that the introduction of a new Master of Education (M.Ed), Philosophy of Education (PhD), and, Postgraduate Diploma in Education (PGDE) programme for instructors was rational for curriculum implementation. Postgraduate programmes enhance and assure academic quality and programme sustainability (Ball, Lightfoot, & Val Hill, 2017). This implies that professional training is important in curriculum implementation. However, the preceding focused on curriculum implementation in all the secondary school subjects. The current study was conducted on only Business Subjects focusing on teachers' professional training and its effect on curriculum implementation.

 In Thailand however, Barton, Garvis, and Ryan (2014) findings show that curriculum implementation occurs ultimately when pre-service professional teacher training is allowed for all intending teachers to learn vital skills for a teacher. This is validated by the Asian study by Marina, Vidheecharoen, Pornputtkul, and Surungkapiprat (2017) whose findings indicate that Preservice professional training and response to learners' skills development and academic progress. This implies that pre-service training is essential for teaching in a secondary school curriculum. However, the study results are applicable in an Asian context. The current study focused on the teacher professional training features and the execution of the new Business Subjects curriculum in the Ugandan secondary school context.

In Latin America, Tapia, & Echaurren (2019) study found out that digital technology instruction and the training and support to teachers locally in Chilean education leads

to learning and realizing the intended curriculum outcomes. This assertion shows that Business Subjects teachers with digital teaching features are imperative to curriculum implementation. The main emphasis of this study was on the examination of the Business Studies curriculum in higher Business Education. Nonetheless, the present study focused on instructional features and curriculum implementation of Business Subjects in the secondary school context.

In Sub-Saharan Africa, the assertion is that; the higher the qualification of the teacher, the higher the capability to implement the government curriculum (Aneke,& Nnabuike, (2015). This is reinforced by Achor, Olokwu, and Ejeh (2018) who reported qualified teachers rationally use the teaching materials such as chalkboards, textbooks. Furthermore, Olori, and Olajide (2018) study findings revealed no substantial variance between the discernment of experienced and less experienced serving tutors on the use of instructional media for the teaching Business Studies. These studies were conducted on teacher's qualifications and teaching of Business studies. The present study focused on assessing the effect of teachers' characteristics on the implementation of the new Business Subjects curriculum.

 Tuke and Olaitan, (2019); Bayo and Agbonluare, (2019) findings portray that pre-service Business studies teachers need further training to be operative in lesson presentation, class management and time management. However, the organisation of workshops for Business Studies teachers on the use of modern instructional approaches and to equip them with new skills to implement contemporary Business Studies curriculum (Dikeocha, Nwagu, Ugochukwu, & Okoronkwo, 2019). This indicates that Business studies curriculum implementation is operative among pre-service teachers who attain further in-service professional training.

In Central Africa, Simunthala (2019) examined the implementation of Business Studies in Zambian Secondary Schools. The study findings indicated that most of the teachers attend in-service professional training before the implementation of the Business Studies curriculum for efficiency. Using questionnaires, it was revealed that 73% of instructors had attended the in-service professional sessions before curriculum implementation of the Business Studies to attain the intended curriculum. This reflects the importance of in-service professional training to Business Subject teachers for curriculum implementation. However, the data gathering methods used for the study were only questionnaires that relied only on teachers' self-reported data. For this reason, the current researcher will triangulate the data collection methods. That is by the use of interview and questionnaire data gathering method whereby the information from the former was used to validate the data collected through questionnaires.

In East African, teachers' characteristics and curriculum implementation have attracted regional scholars who have tried to address the issue though inadequate. Hardman, Abd-Kadir, and Tibuhinda (2012) reports that reforming teacher education in Tanzania advocates for In-service professional training of new entrants in the teaching profession to improve their instruction skills for curriculum implementation. Similarly, a study by Wafula (2017) indicated that humanizing pedagogy approach provides prospects for active student participation, and the elevation of good teaching in Kenya. However, the studies involved Business lecturers from respective Universities as research participants. The current study used secondary school Business Subjects teachers for the data sources on teachers' characteristics and curriculum implementation in the Ugandan context.

In Uganda, little attention has so far been given to teacher characteristics and curriculum implementation in Business Subjects. UNESCO (2014) report, the

recruitment of new teachers with contemporary instruction features should be done to enhance curriculum implementation in ordinary and advanced levels of Ugandan secondary schools. However, Malunda, and Atwebembeire (2018) reports that continuous teacher professional training positively impacts curriculum implementation in Ugandan public secondary schools. It improves the instruction and application of relevant teaching materials in-class sessions (Ogwench, 2018). It should be noted that all these reports are generic to all Ugandan secondary school subjects' curriculum.

From the highlighted text, it is clear that teachers' characteristics relate to curriculum implementation as they influence the curriculum implementation process. However, the text lacked empirical evidence of studies done in Uganda relating to Teacher's preparedness and curriculum implementation of Business Subjects. Therefore, the present study assessed teachers' preparedness for the implementation of the new Business Subjects curriculum in a Ugandan setting.

## 2.6 Teachers' Practices and Curriculum Implementation

Globally, evaluation is an imperative teacher practice to upsurge the quality of the curriculum implementation phase and learning upshot on higher levels of education in Indonesia (Rohmad, 2017). In this regard, Phelan (2018) an American scholar indicated that student self-assessments are significant components of curriculum implementation since they provide prospects to reflect on goal achievement in the ongoing curriculum. However, the text evidenced portrays a contextual knowledge gap for it related to Higher Education. For this matter, the present study will focus on identifying teacher practices for curriculum implementation of Business Subjects in a secondary school context

Moreover, in the United Kingdom, emotional and relational support to students when embraced by teachers enhance curriculum implementation. This is because they enhance confidence, self-esteem, Student's participation in class discussions (Bowles, Radford, & Bakopoulou, 2018). However, Slater (2019) findings indicate that the retrieval practice of reviewing the previous lesson materials by asking quizzes at the start of a new lesson contributes to curriculum implementation. This shows that reviewing previous lessons whenever the Business Subjects teacher is to start a new lesson is paramount in curriculum implementation. This is because the practice enhances the student's memory.

Ainsworth (2012), advocates for continued program and curriculum development strategy for curriculum implementation in Europe. However, Park, and Tan (2016), reports that Asian countries that have adopted ICT competence teacher training successfully attained curriculum implementation. This highlight exhibits a clear connection between evaluation strategy and curriculum implementation. However, the reviewed literaturelacked pragmatic evidence of studies done in Uganda addressing teacher practices that support the implementation of the new Business Subjects curriculum.

Furthermore, the interviews conducted in Indonesia recommended revisiting the curriculum of Entrepreneurship Education for non-Business Studies in advanced institutions of learning to facilitate its implementation process (Mulyati, & Susilana, 2019). Therefore, curriculum reforms are vital for curriculum implementation for they cater to the contemporary curriculum content and skills needed. Diverse from this study that was conducted in higher education institutions context and on non-Business Subjects students, the present study was conducted in secondary school

Business Subjects and employ interviews and questionnaires as data collection methods.

Atepor (2019) reports that the adoption of online learning in teaching Business studies leads to curriculum implementation of the Business Studies curriculum. Moreover, Ayemhenre and Okolo (2019); Dikeocha, Nwagu, Ugochukwu, and Okoronkwo (2019); Duktur, (2019); Wolugbom, and Ben-George (2019); Ademiluyi, Bello, and Akande (2019); Maureen and Oliver (2019); Chris and Atah (2019) quantitative studies report that adoption of ICT and utilization of the world wide web (WWW) in teaching Business studies is rational for curriculum implementation in Sub-Saharan Africa. This is evidenced by over 65% of questionnaire responses who agreed that ICT aided the curriculum implementation process of Business Studies.

This reveals that achieving the end goals of the ongoing curriculum is reached when ICT is adopted in the implementation process. However, different from these quantitative studies, the current study espoused a mixed-method research design to establish the practices for curriculum implementation of Business studies in a Ugandan setting.

In Nigeria, Ezeabii, and Ndelekwute (2017) reports that evaluation of instruction relates to curriculum implementation. However, Akpan, and Odum (2019) indicated a strong positive association between curriculum reform and the preparation of Business edification students for worldwide competitiveness. This is evidenced by the coefficient index of +0.79. That was yielded using the Pearson product-moment correlation coefficient. This means that increasing efficiency in teaching staff in the area of implementing Business Studies programme and instruction evaluation relates to the instruction of Business Studies.

However, in East Africa, sufficient scholarly work has not been done to address the above same. In Uganda, little focus has been put on teacher practices for curriculum implementation of Business Subjects. Ndawula et al. (2013) reported that Business teachers with ICT skills guided the curriculum implementation of online related Business Subjects content. Moreover, the majority of the teachers use both oral questions and written tests to assess the implementation process reliable strategy for implementation of Entrepreneurship Skills Education in Ugandan secondary schools (Luyiima, 2011). Therefore, these findings mean that evaluation and monitoring of curriculum that is being implemented to measure its effectiveness. The current study was conducted on only Business Subjects in the Ugandan secondary school Kabale context.

Kerubo (2015), reports that allowing the scholars to intermingle freely with the local setting makes learning experiences more pertinent hence curriculum implementation by Kenyan Business Subjects teachers. This reveals the importance of learner independent learning in Business studies curriculum implementation. However, the highlighted text lacks empirical evidence of studies done in Uganda relating to teachers' preparedness and curriculum implementation of Business Subjects. Therefore, the current study sought to assess teachers' preparedness for the implementation of the new Business Subjects curriculum in a Ugandan setting.

## 2.7 Teachers' Challenges and Curriculum Implementation

To comprehend the teacher challenges affecting the teacher preparedness for curriculum implementation, we first define the term teacher challenges. According to Cambridge Dictionary (2020), Teacher challenges refer to the situation when a teacher is confronted with something that requires excessive mental and physical determination to be successful and consequently tests his/her capability. Merriam

(2020) defines teacher challenges as the limitations that hinder teachers' successful execution of tasks.

It should be noted that teachers are faced with different teacher challenges that affect their preparedness for curriculum implementation of Business Subjects. Curriculum implementation is thus faced with teacher challenges that are both administrative and school based, (Charity, (2016). On the other hand, Ejercito (2011) reported a lack of enough instructional materials was found to be a challenge that jeopardized curriculum implementation of the Basic Education in Philippine schools of secondary level. The findings show that the lack of enough instructional materials challenges the smooth curriculum implementation in an educational institution.

Mulyati, and Susilana (2019) revealed a challenge of making entrepreneurship education a compulsory course for non-Business Subjects students. This affects negatively the curriculum implementation in non-Business Studies This supports the argument that making a course compulsory does not consider student's ability and interest to do the course (Nawastheen, et al. 2012). The study findings postulate for curriculum implementation, students should be allowed to select courses according to their abilities and interest otherwise the implementation process will be challenged.

In Sub-Saharan Africa, it is reported that curriculum implementation is in because of limited media used in the implementation process (Bello, 2018) This is evidenced by 67% of the participants who testified that there were no other media used in schools apart from the textbooks. However, Charity, (2016); Wosu (2016); Asuquo, Ekpennyog, and Okon (2019) findings indicate that inadequate availability of facilities and human resources limit the curriculum implementation of commercial programmes in public secondary schools. All the reviewed studies above used a

quantitative research strategy. The current study implemented a mixed-method research strategy that assisted the investigator to explain the numerical data with qualitative results and also gain an in-depth explanation of the phenomenon.

In Nigeria for example, Edokpolor (2018); Adeoye, and Igbinedion (2018) study indicated that the under-utilization field trip and computer-driven simulation hindered instruction of Business Studies in junior secondary school education. However, Christy, and Okolocha (2018); Briggs (2019) reported that Business Studies teachers under-utilized concept mapping in planning instruction which deters the smooth teaching process. Not only were all the highlighted being foreign and quantitative studies, the study participants were also only Students. This study involved both the Director of Studies and the teachers to identify the teacher challenges that affected the implementation of the new Business Subjects curriculum.

In Southern Africa, challenges faced by teachers in curriculum implementation have also been addressed by several scholars. A case study is Sithole (2010) who points out that rigidity by teachers to shift from a teacher-centred model of instruction to learner-centred pedagogy is a major challenge to realize the curriculum goals of Business Studies in Botswana junior secondary schools. However, in South Africa, the drama pedagogical approach is preferred at the expense of other instruction modes which limits comprehensive student skill acquisition, stimulates rather students' engagement in class in a curriculum space of Business studies (Bayat 2019). This means that student-centred pedagogy is vital for curriculum implementation for they encourage student participation in class.

Besides being a qualitative study conducted in junior secondary schools, the data collection method was the interview. The current study used a mixed-method study

that used both questionnaires and interviews to gather data on teacher challenges for curriculum implementation of Business Subjects.

Similarly, Chelesile & Lwazi (2018) reports insufficient resources such as low locally published schoolbooks, computer facilities, as well as internet connectivity as major challenges encountered by schools in implementing Business studies curriculum in Zimbabwe. Meanwhile, Kimotho (2016) findings indicated that Business Studies was being taught in high schools majorly by unqualified Business Subjects teachers. The highlighted text display that curriculum implementation is due to limited resources in schools.

In Kenya, Patius (2014) revealed that 70% of teachers lacked adequate teacher training on curriculum implementation in Secondary schools' subjects. Warui (2015) reveals that the combined Business Studies program is languishing in its implementation stage because of insufficient time allotted for teaching this programme, in the day secondary schools in Kirinyaga West district. This portrays that both limited teacher training and time allocation limit the curriculum implementation of Business Studies. However, the highlighted text lacked the Ugandan context that the current study addressed by identifying the teacher challenges that affect the implementation of the new Business subjects in a Ugandan setting.

Furthermore, Dorothy, and Syomwene (2016); Odundo and Gunga (2013) reveal that the absence of systematic regulation hinders the implementation of life skills instruction in Kenyan public secondary schools. However, Okoth (2018) reported that 36.7% of headteachers with experience of below 16-20years in teaching failed to enhance teacher participation in curriculum implementation in Kenya. This is related

to Magutah, and Nyabisi (2017); Kerubo (2015), findings which indicated that the majority of teachers with low professional in-service training hinder the operation of life skills education in Kenya.

The forgoing literature confirms that teachers with limited updated knowledge limit the curriculum implementation of contemporary content. Therefore, the highlighted literature presents a contextual knowledge gap that lack the Ugandan background. It is against this backdrop that the present study was justified as it focused on teachers' preparedness and implementation of the new Business Subjects curriculum in Ugandan secondary schools.

It should be noted that in Uganda, there is still limited discussion on teacher challenges faced by Business Subjects teachers while implementing the Business Subjects curriculum. Malunda, and Atwebembeire (2018) reports that limited systematic induction and mentoring programmes for beginning teacher's continuous and professional development systems for serving teachers has negatively affected the curriculum implementation in Ugandan secondary school. However, Ndawula, Kahuma, Mwebembezi, and Masagazi (2013) indicated that limited incorporation of ICT into the implementation of Ugandan secondary schools' curriculum hinders the yielding of the expected outcomes of the curriculum.

The ongoing studies indicate that Business Subjects teachers face the challenge of limited teacher professional training and ICT resources to complement the curriculum. In addition, traditional resources slow down the curriculum implementation process. The forgoing text lack empirical evidence of implementation of the new Business Subjects curriculum which the current study addressed. This is because curriculum implementation is not limited by only those two highlighted

teacher challenges, but rather a combination of other forces. Therefore, it is juxtaposed to this milieu that the current study aims to identify teacher challenges restraining the implementation of the new Business Subjects curriculum in Ugandan secondary schools Kabale context.

## 2.8 Research Gap

From the preceding literature, teachers' preparedness for the implementation of the new Business Subjects curriculum in educational institutions has been reviewed and highlighted. In all the studies highlighted above, aspects of teachers' preparedness for the implementation of the new Business Subjects curriculum are not adequately covered, illustrating a gap in the literature as abridged below.

The studies have highlighted the rationale and efficacy of teachers' characteristics, teacher practices and teacher challenges for the implementation of the Business Subjects curriculum. However, most works reviewed were conducted in Junior secondary school and higher education institutions and least in secondary schools. The studies came up with teacher practices and teacher challenges within different schools but did not provide the exact cause for a context of secondary school teacher preparedness and curriculum implementation in Business Subjects. Therefore, presenting a contextual knowledge and empirical evidence gap. The current study, therefore, sought to fill this methodological gap.

Teachers' preparedness for the implementation of the new Business Studies curriculum was not given priority. This presented a practical knowledge gap. The swotted studies indicated the robust relationship between the evaluation of instruction and curriculum implementation of Business Subjects. The studies reviewed lacked empirical evidence of advanced secondary school level. They concentrated on

curriculum implementation of Business Subjects in General secondary school rather than the implementation of the new Business subject curriculum in Advanced level of secondary schools. Most of the reviewed studies likewise used quantitative approaches where educators and students would be asked to respond to questions on the relationship of Teachers Preparedness and curriculum implementation in schools. This was done through the administration of questionnaires. This presented a methodological gap with little evidence on the use of interviews as the data collection method. The present study, consequently, was pursued to fill this gap

The forgoing studies have highlighted that inadequate instruction materials are the major teacher challenges affecting the preparedness of Business Subjects teachers for curriculum implementation. The studies have also revealed that ICT adoption in Teaching Business Subjects is rational teacher practice for curriculum implementation. Nevertheless, some of the highlighted literature used constructivist approaches and less used pragmatic approaches to assess teachers' preparedness in the curriculum implementation in Business Subjects. The swotted literature has also highlighted the importance of teacher professional teaching in the curriculum implementation of Business Studies. The reviewed studies also indicate the research participants as students, teachers, headteachers with limited involvement of the D.O.S. This study, therefore, was pursued to fill that gap. Therefore, the concern of the present study overall was to assess the teachers' preparedness for the implementation of the new Business Subjects curriculum in the selected secondary schools of Kabale district.

## 2.9 Summary of the Chapter

This chapter presented a review of related literature on studies on curriculum implementation, operative practices for curriculum implementation, the new Business

Subjects' curriculum in Uganda, teachers' characteristics and curriculum implementation, the teachers' characteristics, teacher practices and teacher challenges for the implementation of the new Business Subjects curriculum in secondary schools. This chapter, therefore, ends by presenting the research gap which marks the beginning of the research design and methodology chapter.

**CHAPTER THREE**

**RESEARCH DESIGN AND METHODOLOGY**

**3.1 Overview**

This chapter presents the different methods that were used in the study. It describes the research paradigm, research design, study population, sample size and selection, the sampling techniques and procedures, data collection methods, data collection techniques. The chapter also presents the methods or procedures of data collection, validity and reliability of the instruments. Data analysis, measurement of variables, and interpretation are also explained by the chapter. The chapter likewise presents the ethical considerations of the research study and methodology summary.

**3.2 Research Paradigm**

A research paradigm is a combination of wide-ranging worldview, context, assumptions, shared concepts and values that guide research and practice in a field (Bergman 2010). Mertens (2010) articulates the research paradigm as rooted in a philosophical model which aims to determine the direction of research until research reaches its reality through the use of the appropriate methodology

The current study adopted the pragmatic worldview. A pragmatism world view is essential in this study on various study stages. It will permit the blending of the features of quantitative and qualitative methods. This philosophical perspective was adopted because it guides a study that aims at determining applied resolutions to glitches and real connotations of the outcomes, applying what works superlative and exploiting it to comprehend the research problem (Shannon-baker 2016). This is a stratagem where both qualitative and quantitative research approaches are used to exam diverse approaches of inquiry to attain the intended objectives (Mackenzie, & Knipe (2006). Pragmatism believes that research is g underpinned by the worth of

knowledge being pursued as opposed to the realists-positivists/ relativists-interpretivists with a distinctive viewpoint about the world as being real (Creswell 2018)**.**

Shannon-baker (2016); Njage (2018) used the complementarity idea in their study using telephone surveys whereby they applied simultaneous parallel designs with a telephone interview including open-ended qualitative questions and quantitative survey. Therefore, this paradigm was sought to allow transferability and generalizability of the current study findings that permitted the researcher to test for both reliability and validity of evidence generated. This augmented the credibility of the research findings. Pragmatism paradigm helped in complementing the pros and the cons of each approach used in the study. This is supported by Bergman (2010) who elucidates that the pragmatism paradigm permits the complementarity between qualitative and quantitative data gathering methods in one study.

## 3.3 Research Approach

It is referred to as a strategy of inquiry to provide specific direction of procedures in the research design (Denzin & Lincoln, 2011). According to Creswell (2012), it is the plan of action that connects methods to results and oversees the choice and usage of methods. Creswell (2016) defines research approaches as the plans and the procedures for a research study that span the phases originating from comprehensive expectations to detailed approaches of information gathering, analysis, and, interpretation.

The present study espoused a mixed-methods research approach. The study approach permits the researcher to generate, scrutinize both qualitative and quantitative data in one study (Creswell 2014). Besides, the approach allows the converging of data in the interpretation and discussion stage (Creswell (2016). It involves the gathering and

breakdown of both quantitative and qualitative data in one study where data is generated and gathered parallel respectively (Creswell, Plano-Clark, & Hanson 2003). The central postulation of this method of inquiry is that the amalgamation of qualitative and quantitative research approaches offers a comprehensive understanding of the problem of the study than when using either approach unaccompanied in one study. (Creswell 2014). Therefore, a complete understanding of the concept of teachers' preparedness for curriculum implementation of Business Subjects in Ugandan secondary schools was guaranteed.

## 3.4 Research Design

Kothari (2004) enunciates research design as planning of conditions for gathering and examination of data in a way that aims to integrate the application to the study purpose with the study process. Furthermore, the research design is planned to aid in answering the research questions as authentically, objectively, and precisely as possible (Creswell & Creswell 2018).

This study adopted a concurrent triangulation research design. This is a mixed-methods research design that is also denoted as convergent parallel design by Creswell (2014); Cohen, Manion, & Morrison (2018). According to Creswell (2012) and Creswell et al. (2018), the concurrent triangulation research design is referred to the instantaneous collection of both quantitative and qualitative data and the use of the results to comprehend a research problem. This is a single-phase design that allows the researcher to implement the qualitative and quantitative research approaches for collecting data at the same timeframe and with the identical weight attached to them (Hancock 2009 and Creswell et al. 2018).

However, Ayiro (2012) and Terrell (2012), define concurrent triangulation design as a design that enables the implementation of both qualitative and quantitative methods for the gathering of data in the same time frame and with equal weight applied to them. Cohen, & Morrison (2007); Mills, & Gay, (2016) and Mills, & Gay (2019) define concurrent triangulation design as the simultaneous but distinct gathering and analysis of qualitative and quantitative data then the amalgamation of the results during the interpretation phase

The rationale for the adoption of this research design is that one data gathering method provides strengths to counterbalance the dimness of the other form (Mason, (2006). Proof of this, quantitative scores on an instrument from numerous individuals provided fortes to offset the feebleness of qualitative evidence from a few people. This helped the researcher to satisfactorily understand the research problem as advanced by (Hanson, Creswell, Clark, Petska, & Creswell 2005. Therefore, quantitative data offers generalizability, while qualitative data offers evidence about the context or setting (Creswell 2012).

The design permitted gathering evidence that used the superlative characteristics of both quantitative and qualitative data collection that results in a well-validated and authenticated finding as articulated by (Leavy 2017). Besides, the concurrent data collection resulted in a shorter data gathering period as advanced by (Castro, Kellison, Boyd, & Kopak 2010). This was also useful for this academic study that is time and money constrained because the shorter the data collection period, the less expensive, feasible and appropriate the study was in both time and money constraints. With all of the above highlights, the appropriateness of the concurrent triangulation design was justified for the current study. In this design, the priority was the same for the two

methods though in the practical application the priority could be given to either quantitative or qualitative approach. The design integrated the study findings in the interpretation phase.
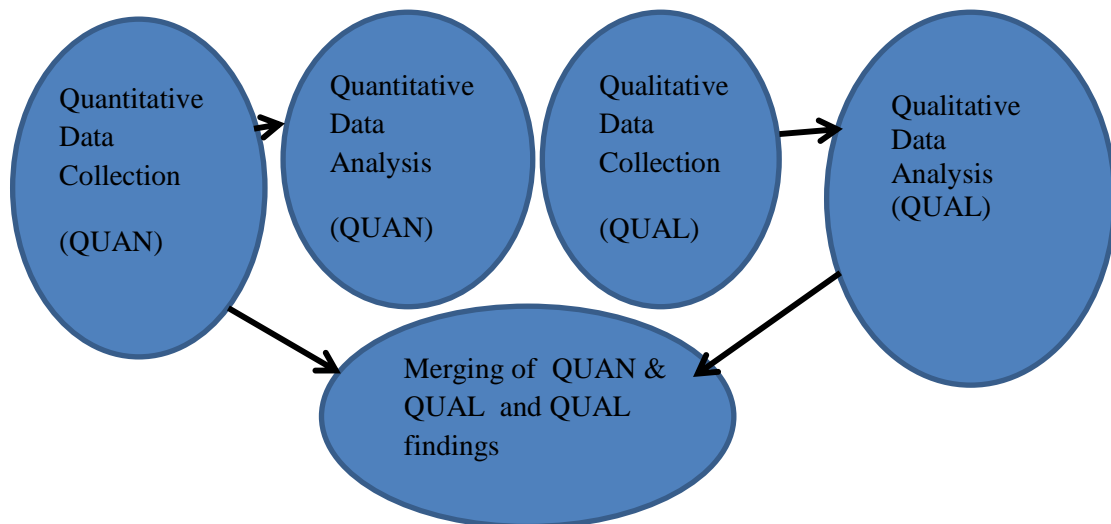


**Figure 3.1: Flow of the Research Process in Concurrent Triangulation Design**

**Source: The Researcher, (2020)**

## 3.5 The Area of Study

The study was conducted in Kabale district south-western Uganda. Kabale is in the Southwestern region of Uganda located between $1.2420^0$ S and $29.9856^0$ E of the Equator, bordering the districts of Rukungiri in the North, Rukiga in the North-East, Rubanda in the west, Kanungu in the North West and Rwanda in the East and South. The administrative headquarters are located in Kabale town, about 450 km away from Kampala that is the capital city of Uganda. The district is divided into three divisions; Kabale Municipality, Ndorwa West and, Ndorwa East Constituencies. The study was conducted in the selected secondary schools in Kabale district. The district has posted a swift increase in the number of secondary schools in the last two decades with varied learner enrolment in recent years. According to the UBOS

(2017), the National Population and Housing Census of 2014 indicate that Kabale district's total population is estimated to be 523,231 people. It is currently experiencing a rapidly increasing population with rising demand for basics needs, education inclusive at all levels.

Kabale District has many public and private secondary schools that are scattered in urban and rural settings. These schools contain Business Subjects teachers with a wide range of backgrounds. This study targeted both private and public schools from rural and urban settings to assess those Business Subjects teachers' preparedness for curriculum implementation of Business Subjects. Considering research done in selected Secondary Schools of Nangabo Sub-Country, Luyiima (2011) asserts that the prevalence of curriculum implementation of Entrepreneurship Education among the rural schools is higher compared to their counterparts in urban areas. However, all the Ugandan secondary school Business Subjects teachers undergo the same training where they interact with a standard curriculum. Therefore, this study deemed all Business Subjects teachers nationwide as feasible participants. Moreover, Kabale District has all the features of a typical rural and urban environment found in many schools in Uganda that form a suitable representation of all schools in Uganda. It is against this background that Kabale District was the appropriate laboratory for the current study

## 3.6 Target Population

The study population refers to a whole group of people, events or items that have common observable features (Mugenda & Mugenda, 2012). The population is the collective of all cases that belong to the same nominated case of stipulations (Denzin & Lincoln, 2011). The target population is comprised of all private and public secondary schools, Business Subjects teachers and their administrators. The

information available at the District Education Office (2020) indicated that the district has 25 public secondary schools and 16 private secondary schools and 41 Directors of Studies as school administrators. Each secondary school in Uganda employs a Headteacher, Deputy Headteacher and a Director of Studies (D.O.S) as school administrators. (MOES, 2020). The present study targeted all the 41 secondary schools, their 41 Director of Studies as school administrators, and 123 Business Subjects teachers. The forgoing and highlighted population formed the target population of the study.

**Table 3.1: Target Population**

| Category | Private | Public | Target Population |
|---|---|---|---|
| Schools | 16 | 25 | 41 |
| Business Subjects Teachers | 48 | 75 | 123 |
| Director of studies | 16 | 25 | 41 |
| Total | 80 | 125 | 205 |

**Source: Kabale District Education office (2020)**

**3.7 Sample Size Selection**

A sample is a set of observations selected from a population by a defined procedure (Ogwench 2018). Similarly, according to Acharya (2013), a sample is a subset of the population, selected as representative of the bigger population. Therefore, the researcher selected 30% of the number of secondary Schools and Business Subjects teachers. This corresponds to Gelo, Braakman and Benetika (2008) who propose that a sample population should be taken within 10-30% of the entire population. This is also reinforced by Mugenda & Mugenda (2003) who asserts that 30 % of the population of below 500 population size compared to a large population size that ranges from 500 and above that require the use of published tables while selecting the

representative sample of the entire population. The Directors of Studies as school administrators were selected using a purposive sampling technique.

**Table 3.2: The Study Sample**

| Category | Sample Category | | Sample | Sampling technique |
|---|---|---|---|---|
| | Private | Public | | |
| **Schools** | 5 | 8 | 13 | Stratified Sampling Proportional |
| **Business Subjects Teachers** | 14 | 23 | 37 | Purposive sampling |
| **Director of Studies** | 5 | 8 | 13 | Purposive sampling |
| **Total** | 24 | 39 | 63 | |

*Source: Survey data (2021)*

## 3.8 Sampling Techniques and Procedures

The study applied both probability sampling and non-probability sampling procedures. The present study samples were selected based on two sampling units namely; school administrators, and Business subjects' teachers. For probability sampling techniques, stratified sampling was used based on the school categories where every population member was given equal prospect to be chosen from each category (private or public school). Grouping the schools helped the researcher to proportionately select secondary schools that have an advanced level in the study sample. The researcher ensured that the size of the sample selected was representative of the number of public and private secondary in the population. To achieve this, the researcher obtained the percentage of each category, multiplied the total population size (n) of schools with each category's population size as recommended by (Bryman 2012). This enabled sample size selection of secondary schools with advanced levels without any bias.

Directors of Studies and Business Subjects teachers were nominated using the non-probability sampling technique. That is a purposive sampling that encompasses the identification and selection of information-rich cases for the most use of inadequate resources (Creswell 2012). Furthermore, purposive sampling involves the selection of individuals who are particularly informed about a phenomenon under investigation (Mills, & Gay 2016). It's against this background that the researcher purposively selected the school administrators purposefully selecting the Directors of Studies (D.O.S) of each selected secondary school. This is because they are information-rich cases as they are the direct supervisors of Business Subjects teachers during the curriculum implementation process.

Based on the above highlights, the researcher also intended to purposefully select the teachers who are trained to and teach Business Subjects in the selected schools for inclusion in the sample grounded on the typical knowledge they have on the subject under study. It should be noted that among the Business Subjects teachers selected, the researcher also made sure that some of the Business Subjects teachers selected were heads of departments. This argument was based on Oso and Onen (2009) articulation that to achieve the inclusion of the sample in the study population should be based on the typical knowledge the sample has the subject under study. This accumulated detailed empirical evidence to address the problem under investigation.

## 3.9 Data Generation Procedures

Data generation is the exercise of the collection and measurement of evidence on study variables of intent in a conventional systematic mode that allows answering the specified research questions, testing of the study hypothesis, and, appraise the outcomes (Kabir 2016). The investigator used questionnaires, and interviews to

obtain facts from the study participants. These data collection methods through their respective instruments assisted in collecting the necessary evidence on the research topic to achieve the objectives of the study. The following were data generation methods.

### 3.9.1 The Questionnaires

This is a data collection method that consists of printed questions in a specific order on an arrangement where the respondent responds (Kothari 2004). The investigator used the questionnaires for data collection methods. This was used since the study participants were literate. Consequently, they would read, understand and complete questions on their own hence, saving time and cheap to manage as suggested by (Creswell 2014).

The researcher used the questionnaires as a data generation method on Business teachers; to collect information on the teacher characteristics, teacher practices, teacher challenges in the implementation of the new Business Subjects curriculum. The researcher used closed-ended items in the questionnaires to obtain primary data from Business Subjects teachers.

### 3.9.1.1 Closed-ended Questionnaires

These are an assortment of pre-determined questions for all respondents that serve as a primary data collection instrument in research (Takeshi & Billinge, 2012). The researcher used a closed-ended questionnaire as a data collection tool. The researcher used self-administered close-ended questionnaire on Business Subjects teachers. The close-ended questionnaire was used to gather data on teacher characteristics, teacher practices, and teachers' challenges for the implementation of the new Business Subjects curriculum.

A Closed-ended questionnaire has questions accompanied by a list of all probable substitutes from which study participants select answers which pronounce their status quo (Creswell, et al. 2018). The self-administered questionnaire was used because it is easy to analyze. This questionnaire is also in an immediately operational form. Closed-ended questionnaires are easier to manage since each questionnaire item is followed by substitute responses and they are cost-effective to use in terms of money and time (Creswell, 2014). The instrument was administered to thirty-four (34) out of 37 Business teachers selected to participate in the study.

The above highlighted was due to the COVID-19 situation that made limited physical administration to some participants. The researcher, therefore, used mailed closed-ended questionnaires. The researcher emailed three questionnaires to the participants (Business teachers) after obtaining their email addresses with the support of the research assistant. This was because the three participants couldn't be reached physically due to quarantine measures after being in contact with COVID-19 patients. This reduced physical movements and physical contact amongst the study participants and the researcher. Therefore, ensuring the safety of both the investigator and the study participants during the data collection exercise.

### 3.9.2  The In-depth Interviews

These are used to gather qualitative data (Hancock, Ockleford, and Windridge 2001); (Leavy, 2014). An interview is a conversation between two people to accumulate appropriate information for a research problem (Baride et al. 2003). Interviews can be face to face, use of telephone and focused group (Barrett, & Twycross, 2018). Interview data collection enhances in-depth and detailed interaction flanked by the study participants and the investigator (Creswell, 2014). The preceding helped the

investigator to achieve the study objectives. Interviews provide participants with a more relaxed atmosphere for sharing their opinions and reflections and permit the production of richer and more detailed data (Hancock 2009). The in-depth interview method was used because it granted the researcher the opportunity to probe further on the study objectives (Kumar 2005).

The central reason for using this method in the study was to draw upon respondents' attitudes, feelings, views, perceptions and their experience on the implementation of the new Business Subjects curriculum. The method was used on Directors of Studies. This data gathering method was used to obtain information on teachers' characteristics, teacher practices, teacher challenges meant for the implementation of the new Business Subjects program. The researcher used an in-depth interview schedule to obtain primary data from the study respondents.

### 3.9.2.1 The Semi Structure Interview Schedules

These schedules are useful when gathering qualitative information. This interview schedule is orally administered to the respondents either face-to-face or by telephone (Saengboon 2016; Merriam, & Tisdell 2015). This interview schedule was made up of a set of queries that were administered to the Director of Studies face-face. This schedule was a tool for collecting data from key informants to collect the information that could not be got using the questionnaires and for validating questionnaire collected data.

This data collection instrument was used to collect information on teachers' characteristics, teacher practices, teacher challenges and the implementation of the new Business Subjects curriculum. This enabled the participants to open up about their experiences on curriculum implementation. The researcher used a prompt to

enable them to hold onto the relevancy of the discussion to the research objectives. This instrument was used on eleven (11) out of thirteen (13) Directors of Studies.

This was due to the COVID-19 pandemic situation that limited face to face interviews with some of the participants. The researcher, therefore, used Telephone interviews with two Directors of Studies. The two directors of studies were inaccessible for face-to-face interviews due to quarantine measures imposed on them due to coming into contact with a COVID-19 patient. Telephone interviews put on the same structural characteristics as standard interview techniques, except that it is conducted by telephone (Cohen, et al 2007). This reduced physical movements consequently reducing physical contact between those participants and the investigator. They ensured the safety of both the investigator and the participants during the data collection exercise.

### 3.10 Piloting of Research Instruments

Piloting means finding out if survey data collection and key informant schedules in the real world by trying it out first on a few participants (Kothari, 2004). Murray (2009), asserts that piloting helps the investigator to detect the uncertainties of the items and ambiguous questions for improvement. A pre-test of research instruments should be conducted before the real study to check the validity and reliability of the research data collection instruments (Creswell et al. 2018).

The trial study was conducted in Rubanda district; a district bordering the area of study which has participants with the same characteristics as those of Kabale district. This helped to reveal the defects that could be corrected before the final form is printed and administered. The administration of instruments was later done with the approval of the supervisors. The purpose of doing this was to identify and evaluate

some shortcomings that may not have been detected earlier. The interview schedules were used to obtain information that was used to supplement the information obtained through the questionnaire.

## 3.11 Validity and Reliability of the Research Instruments

This section is important in ensuring that the tools for data collection and the data generated are valid and reliable.

### 3.11.1 Validity

Amin (2005) contends that validity is the appropriateness of a tool in measuring whatever it intends to measure. He further argues that content validity is determined by expert judgment where experts in the field being studied are asked to assess its validity. Therefore, he gives the formula of content validity index CVI as;

$$C.V.I = \frac{No.\ of\ items\ declared\ valid\ by\ judges}{Total\ number\ of\ items}$$

The research instrument is considered valid when the C.V.I output is 0.5 and above as advanced (Amin 2005).

The researcher preferred face, construct and content validity as they are relevant to the nature and purpose of the interview schedule and questionnaire that were used. Face validity refers to the extent to which a test seems to cover the relevant content it intends to cover (Oso & Onen, 2009). The content validity is connections between the test items and the subject related tasks in a manner sufficiently representative, relevant and comprehensible (Creswell, 2012).

For content and construct validity, the researcher conducted a pilot study in a few secondary schools in Rubanda district, a place, near Kabale district and the responses from the field were the basis for validating the instrument for example; The responses

covered all the research study objectives which validated the instrument. For construct validity, the researcher sought the opinion of the supervisor in Educational Management and Policy Studies (EMPS) to act as a judge to assess the significance of each item on the Likert scale. The advice of these experts helped to design the questions that captured all objectives of the research study. This is reinforced by Kothari (2004), who contends that validity, should not depend on the subjective judgments of only one specialist rather several specialists can give test items. Their feedback was then used to revise the contents of the instruments accordingly.

## 3.11.2 Reliability

This refers to the degree to which the instrument produces the same results or data after several trials (Creswell et al. 2018). Correspondingly Kothari (2004) describes reliability as the central criterion that reveals the degree to which an instrument quantifies what it is supposed to quantify. However, Ayiru (2012) defines reliability as a measure of a theoretical concept that is stable or consistent across two or more attempts).

Reliability of the qualitative data was ensured by the investigator through reviewing the responses with the study participants for confirmation. Participants were also asked for clarifications during the interviews. This ensured that the accounts provided by the researcher and the participants were accurate, trustworthy and credible as advanced by Creswell (2012). The procedures for data generation and analysis were also documented to permit external investigations by the researcher.

 The researcher used data gathered from the pilot study to establish the reliability of the instrument's item for quantitative data. To ensure reliability, data collected from the pilot study was used to calculate the internal reliability of the instrument's item.

Research tools' reliability was computed using the test-retest procedure. The questionnaires were administered to three Business Subjects teachers in one secondary school. The same questionnaires were again presented to the same teachers after two weeks. The responses were computed using the Cronbach's Coefficient Alpha in the Statistical Package for Social Science (SPSS) to ascertain whether the reliability statistics are over 0.7 which is the recommended coefficient according to Amin (2005) before the instruments were adopted. The items of the questionnaires were considered reliable after yielding a consistency coefficient of 0.72. The figure was considered desirable for the consistency levels since it was over 0.7 as recommended by (Amin 2005). Besides, Cronbach's Coefficient Alpha is suitable for reliability test when the items have questionnaire got alternatives (Cozby 2003).

Besides, the researcher also correlated the same test results to get the correlation coefficient. Pearson Product Moment was used to determine the association coefficient for ascertaining the extent to which the content of the questionnaires was consistent in producing the same response whenever the tool was administered. The computation generated a correlation coefficient of 0.87. This coefficient revealed that they had a high degree of reliability. Besides, Amin (2005); Kothari (2004) articulates that a high notch of reliability is indicated by a constant of 0.7 and above.

## 3.12 Data Collection Procedure

Subsequent to clearance and endorsement of the planned research by Moi University, Gulu University Research Ethics committee (GUREC), and the National Council for Science and Technology (UNCST), ethical clearance was sought for a research permit to carry out the study in Uganda;

The investigator secured an introductory dispatch from Moi University introducing the researcher to the Kabale district officials requesting permission to conduct his study in selected schools of Kabale district. The researcher presented the research permit to the officials and the respondents before conducting the study.

The investigator made the respondents aware of the purpose of the study before requesting them to participate in the study. This helped the researcher to achieve the study objectives by showing the cover letter to the school headteachers and teachers to allow the researcher to collect data for the study. To prevent perceived coercion or obligation to partake in the study, the investigator avoided inviting anybody with a personal relationship to engage in the study. The researcher appointed the research assistant to assist in preparing for and conducting the interviews with the researcher participants in their respective schools as recommended by (Merriam and Grenier, 2019). During data collection, the consent of individuals was sought, their privacy was considered and was assured that their information provided was to be handled with confidentiality as suggested by (Oso and Onen 2009).

Head-teachers of the sampled schools were given copies of the research permit on the day of the visit ad permission sought. After getting permission, the researcher obtained primary data from the Business Subjects teachers by the use of individually administered surveys and use research assistants. The research aides helped in collecting the duly filled questionnaires from the Business Subjects teachers. Collecting questionnaires on the same day would guarantee a high return rate as divergent to when the respondents are left with them indefinitely. In the case of absentee respondents, questionnaires were left with the Directors of Studies and arrangements were made to pick them at a later date.

The researcher conducted interviews while tape-recording the discussions. The researcher also noted down the main responses from the selected Directors of Studies (DOSs) during the same interview conversations. Clarification was made whenever required and enough time allowed for the respondents to make their responses. Each interview was scheduled to take 10-20 minutes.

## 3.13 Data Analysis Procedures

According to Creswell (2012) Data analysis is defined as the progression of rendering information meaningful in an organized form. The data collected using questionnaires were checked to ensure completeness and coded before analysis. The data gathered from key informant interviews were sorted and arranged according to themes as recommended by (Simister 2004).

## 3.13.1  Quantitative Data Analysis Procedures

Quantitative data obtained from questionnaires were analyzed by descriptive and inferential statistics utilizing the Statistics Package for Social Sciences (SPSS V.21.1). For inferential statistics, the researcher used regression analysis.  This form of statistics was considered appropriate for this study's data analysis since it permits the measurement of the effect of one quantitative variable on another (Creswell et al. 2018). This corresponds to the variable that was analyzed which helped the researcher to compute the effect of teacher characteristics on the implementation of the new Business Subjects curriculum.

Mugenda and Mugenda (2012) argue that descriptive statistics include the measure of distribution, central tendency, measures of relationships.   After data collection, the investigator checked for completeness of research questionnaires. All the collected questionnaires were found to be complete.  After the check, the data was then coded

and entered in SPSS V.21.1. The information was then analyzed through descriptive statistics where percentages and frequencies were used to analyze the responses from questionnaires. The researcher summarized patterns in the responses from the participants by tables, graphs and charts after which were later interpreted.

### 3.13.2 Qualitative Data Analysis Procedures

The study identified themes, categories and patterns emerging from the information collected. The data was analyzed to ascertain the accuracy, credibility, consistency, usefulness of the information as recommended by Cohen, Manion, & Morrison (2017). Key findings with themes that had more weight compared to others in terms of their perceived impact were used for interpretation and explanations of the research study grounded on the lessons learned by the investigator as suggested by (Creswell & Clark 2007; Braun & Clarke 2006).

Subsequently, qualitative and quantitative data analysis, the results were merged or combined by giving equal weight to both qualitative and quantitative data. This was to assist the researcher to draw inferences and conclusions based on the merged quantitative and qualitative data.

**Quantitative Data**

**QUANT**

**Qualitative Data**

**QUAL**



| Questionnaires | | In-depth interviews |
|---|---|---|

Descriptive Statistics analysis

Coding and development of themes

Interpretation based on comparison of QUANTITATIVE and QUALITATIVE DATA
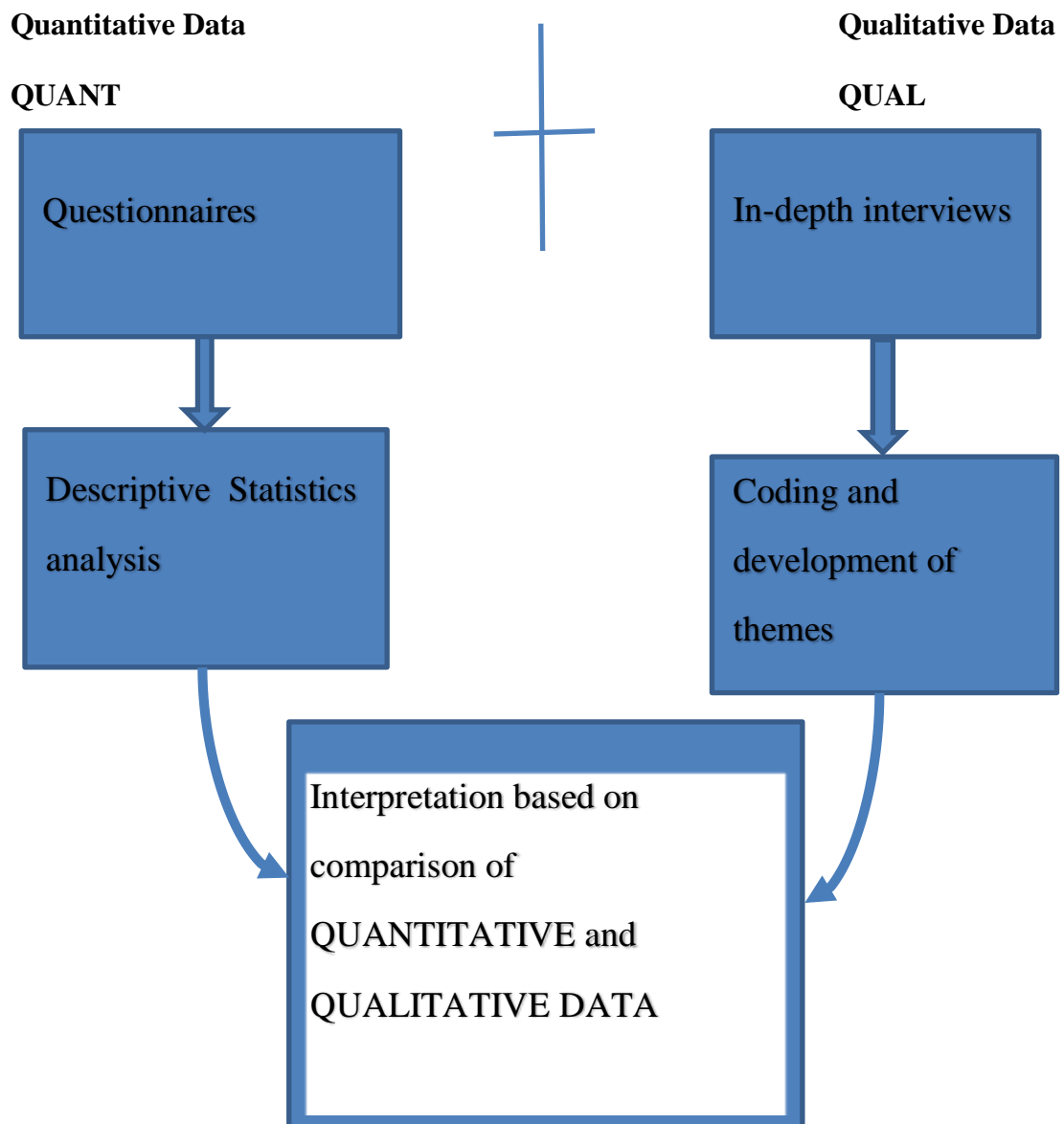
**Figure 2.2: Visual model of concurrent triangulation design data analysis procedures**

**Source: Adapted from (Andrew 2019: 64)**

## 3.14 Methodology Graphical Summary

The methodology used in this study is summarized in the following diagrams
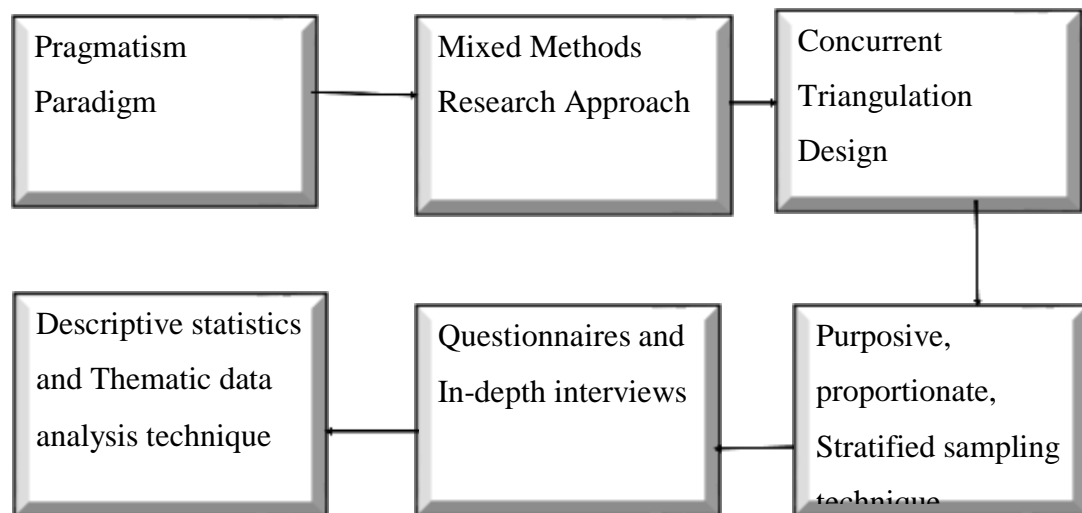


**Figure 3.3: Methodology Summary**
*Source: The Researcher 2020*

## 3.15 Ethical Consideration in Data Collection

Ethical considerations are the principles of conduct that guides a researcher during and after the study (Gratton and Jones, 2010).    This issue of ethics is imperative in research for the reason that; "despite the high value of knowledge gained via research, knowledge should be pursued at the expense of human dignity" (Creswell, 2014). They are a set of guiding principles that quality the study to worthy trusting and whose facts are considered and helps the researcher to stand out of bias and consider the study an independent outcome of a process that is the free influence of any nature (Bhattacherje, 2012).  The researcher can define how to ensure that research ethics are upheld in the study (Nkwi, Nyamongo, & Ryan, 2001)

According to Trochim (2006), Ethical Consideration can be classified into three categories; Ethical issues concerning the research progression, ethical issues linking

to the researcher and ethical issues connecting to the participants. With these three groups, Cohen, et al. (2007) and Thomas (2017) outlines the seven fundamental principles that govern research involving human subjects. They include seeking permission, informed consent, voluntary participation, anonymity, confidentiality, privacy and no harm to participants. In this regard, the current study observed the following ethical measures;

**Ethical clearance**; After obtaining a cover letter from Moi University upon approval of the proposal. The proposal was then be taken to Gulu University Research Ethics Committee (GUREC). Later, study authorization and research approval from Uganda National Council for Science and Technology (UNCST) were sought. This granted the researcher approval to carry out the study in Uganda. Furthermore, I sought permission from Kabale D.E.O to carry the study in Kabale district. Then permission from the school headteachers where the study was conducted was also sought. Then permission from participants to participate in the research pilot and actual studies.

**Informed Consent and Voluntary Participation;** the investigator explained the academic purpose, benefits and consequences of the study. This is supported by Hiller and Jameson (2003) who contend that ethical consideration should ensure that informed consent in which permission is sought to research the selected population is done. The participants were made aware of the voluntary withdrawal from the study anytime they fill uncomfortable. Informed consent was got from the participants to partake in the study. This was realized by having the participants sign a consent form. This is in line with an assertion that research participants must be allowed satisfactory information about the procedure of research, the purpose of the study, risks and, anticipated benefits and alternative procedures (Smith, 2003). Furthermore, the principle of beneficence was observed too, the principle argues the researcher to avoid

sensitive and private questions that might cause harm to the respondents (Knoppers & Joly, 2006)

**Confidentiality, Privacy and anonymity**; care was taken by identifying the selected schools and study participants using codes rather than names. This follows the guideline that of anonymization of research participants identity (Barbour, 2000). Acknowledging literature, avoiding personal bias, during the interview, data analysis, and reporting was also taken care of by the researcher.  This was achieved by upholding professionalism in reporting the truth as per the research findings as noted by (Dickert, & Sugarman, 2005).

## 3.16 Risk Management Plan (RMPs) amidst COVID-19

To ensure the safety of the study participants from the spread and contacting of the Coronavirus during the data gathering.  For all face-to-face interviews and self-administration of questionnaires, the researcher bought the hand sanitiser and a temperature monitor.  This ensured that the researcher and the study participants sanitized their hands before they engaged in the data collection activities.  Besides, the temperature monitor was used for screening all the research teams and participants at the research institution/study area. Those with high temperatures were advised to visit the medical facility for a medical checkup.  Furthermore, the researcher emphasized the wearing of recommended face masks by all the research participants during the data collection exercise.  The social distance of at least 2 metres between participants was also put into considerations during the data-gathering exercise.  The ongoing ensured safety for both the researcher and study participants versus the COVID-19 virus.

**3.17 Research Dissemination Plan.**

The research findings are to be published in the relevant academic journal, CERMESA- DIGIFACE platform and Moi University repository. The researcher intends to also organize, and attend conferences, workshops and organized facilitations to communicate the study findings to the potential audience. The research will also go back to the study area to sensitize the community based on the study recommendations as well as offering a copy of the research report to the participants. All of these are hoped to facilitate the communication of the study findings to the potential audience for example the Business Subjects' teachers, School heads, Policymakers/Government of Uganda and NGOs so as make informed decisions basing on the published findings and recommendations.

**3.18 Chapter Summary**

This chapter presented the research paradigm, research design and the approach adopted by the study. It then presented the geographic location of the study, the target population, sampling technique, data generation, data collection procedures, and data analysis techniques. The chapter also presented the validity of the data gathering instruments, pilot study, data collection procedures, data analysis techniques, the ethical consideration of the study, Information on risk management amidst COVID-19, research dissemination plan, and finally the methodology summary. The next chapter presents data presentation, analysis, interpretation and discussion.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS, INTERPRETATION AND

# DISCUSSION

## 4.1 Overview

This chapter focuses on the presentation, analysis, interpretation, and discussion of data generated through a mixed-method research approach. This study aimed to assess the teachers' preparedness for the implementation of the new Business Subjects curriculum in the selected secondary schools of Kabale district, Uganda

Both qualitative and quantitative methods were applied in this study for triangulation. This chapter gives the presentation of descriptive statistics from thirty-seven (37) sampled Business Subjects teachers and the themes that emerged from the thirteen (13) interviews conducted on the sampled Directors of Studies in Kabale district. Data gathered using questionnaires was complemented by the qualitative data generated from interviews as well as content analysis. Based on the study design. Both qualitative and quantitative data are presented side by side to assist an unfathomable understanding of the study. The dual is then interpreted and discussed together for complementary, as well as collaboration purposes.

## 4.2 Quantitative and Qualitative Data Analysis

This section focuses on the analysis and presentation of both qualitative and quantitative data. This was done by both descriptive and inferential statistics as well as thematic analysis. This was preceded by outlining the demographic information of the participants followed by data presentation and then analysis. Data presentation and analysis were done thematically. This section presents the responses of the respondents in the questionnaire and the interview findings. The section is organized according to objectives and further into the constructs and variables measured. Data

generated from questionnaires are presented in percentages, graphs and charts while the data generated from the interviews are presented in categories and themes. The constructs are presented in short form as Teacher characteristics (TH)Teacher Practices (TP), Teacher challenges (TC).

## 4.3 Response Rate

Thirty-seven questionnaires were administered to the Business Subjects teachers. All the thirty-seven questionnaires were returned by the Business Subjects teachers. This represents a response rate of 100%. This response rate is per the recommendations that an excellent, acceptable and appropriate response rate for making study conclusion is a response rate that is 70% and above (Kothari, 2004: Amin, 2005; & Creswell et al, 2018).

### 4.3.1 Demographic Information of Respondents

The demographic statistics of the surveyed study respondents comprised of gender, teaching experiences, qualification, the class taught, school category, school type, school setting, respondents' age as well as the subject taught. This information was not part of the research objectives or even the research questions of the current research problem. Nevertheless, this information was included to permit a deeper understanding of the current research problem.

**Table 4.1: Demographic Information of the teachers**

| Variable | Category | Frequency | Percentage (%) |
|---|---|---|---|
| Gender | Male | 26 | 70.3 |
| | Female | 11 | 29.7 |
| Teaching experience | 0-9 years | 25 | 67.6 |
| | 10-19 years | 9 | 24.3 |
| | 20-29 years | 3 | 8.1 |
| Qualification | Certificate | 1 | 2.7 |
| | Diploma | 5 | 13.5 |
| | Degree | 31 | 83.8 |
| Class taught | S1 -S4 | 6 | 16.2 |
| | S5 -S6 | 1 | 2.7 |
| | Both levels | 30 | 81.1 |
| School category | Public | 23 | 62.5 |
| | Private | 14 | 37.8 |
| School type | Girl | 1 | 2.7 |
| | Boy | 2 | 5.4 |
| | Co-education | 34 | 91.9 |
| School setting | Rural | 15 | 40.5 |
| | Urban | 22 | 59.5 |
| Respondents' age | 20-29 | 15 | 40.5 |
| | 30-39 | 15 | 40.5 |
| | 40-49 | 5 | 13.5 |
| | 50+ | 2 | 5.4 |
| Subject taught | Economics | 7 | 18.9 |
| | Entrepreneurship | 16 | 43.2 |
| | Both | 14 | 37.8 |

*Source: Survey data (2021)*

Table 4.1 revealed that majority of the Business Subjects teachers teaching the secondary schools were males 26 (70.3%) and 11 (29.7%) females. The classes taught

by the surveyed Business Subjects teachers indicated that 6 (16.2%) taught Senior one- senior four, 1 (2.7%) taught senior five to senior six while 30 (81.1%) were instructors for both classes. Concerning their teaching experience, 9 (24.3%) of the Business Subjects teachers had 10-19 years' experience while 3 (8.1%) of the Business Subjects teachers had a teaching experience of 20-29 years in secondary school teaching. The highest 25 (67.6%) of the Business Subjects teachers had had 0-9 years of teaching experience. This is in accordance with Ogwench (2018) who asserts that Business teachers in secondary schools lack vast experience in handling the curriculum content for the implantation of the new Business Subjects curriculum, and an understanding that learners have diverse capabilities. On qualification, just 1 (2.7%) of the respondents were certificate holders, 5(13.5%) had attained a diploma in the teaching profession, while 31(83.8%) were degree holders. For the school category, 23(62.5%) of the surveyed respondents were from public schools while 14 (37.8%) were from the private secondary schools in Kabale district. For school type, 1(2.7%) of the selected Business Subjects teachers taught in a girl's school, 2(5.4%) were from a boy's school, while the highest 34(91.9%) taught in co-education schools. For the school setting, 15(40.5%) of the respondents were taught in rural schools, while 22 (59.5%) were from urban secondary schools. For respondents age, 15 (40.5%) of respondents were aged between 20-29 and 30-39, 5(13.5) were aged between 40-49, while 2(5.4%) were aged 50 and above.

## 4.4 Research Objective one: To assess the effect of teachers' characteristics for the implementation of the new Business Subjects curriculum.

Under, objective one, the study was pursued to find out the effect of teacher characteristics on the implementation of the new Business subject's curriculum. This section presents the analysis, interpretation and discussions of the effect of teacher

characteristics in terms of professional teacher training and instructional characteristics; teaching methods and teaching documents used of Business Subjects teachers in the implementation of the new Business Subjects curriculum.

### 4.4.1 Effect of professional teacher training on teachers' competencies for the implementation of the new Business Subject's curriculum.

The study sought to ascertain the effect of the professional teacher training towards Business Subjects teachers' abilities and competencies for the implementation of the new Business subject's curriculum. Majority of the surveyed respondents 35(94.6%) had been trained at least thrice on the new Business Studies curriculum on curriculum changes, subject content and emerging issues. This was through their preservice training in teacher training institutions, in-service workshops, and conferences organized by NCDC and school administrators. The surveyed Business Subjects teachers revealed the following effects of the training towards their abilities and competencies for the implementation of the new Business subject's curriculum.

**Table 1.2: Descriptive Statistics for the effect of professional teacher training on teachers' competencies for the implementation of the new Business subject's curriculum**

| Code | Item | Response | F | % |
|------|------|----------|---|---|
| TH1 | I was successfully in-serviced before the implementation of the new Business Subjects' curriculum. | Agree/Strongly agree | 31 | 82.9 |
| | | Disagree/Strongly disagree | 3 | 8.6 |
| | | Undecided | 3 | 8.6 |
| TH2 | The training I received was adequate for implementing the curriculum | Agree/Strongly agree | 35 | 93.4 |
| | | Disagree/Strongly disagree | 1 | 2.9 |
| | | Undecided | 2 | 5.7 |
| TH3 | The training I attended was operative in terms of improving my teaching approaches | Agree/Strongly agree | 26 | 71.4 |
| | | Disagree/Strongly disagree | 8 | 22.9 |
| | | Undecided | 2 | 5.7 |

*Source: Survey data (2021)*

Table 4.2 above shows the descriptive analysis for the items' responses on professional training effectiveness in developing Business Subjects teachers' competencies for implementation of the new Business Subjects curriculum. An overwhelming majority of the Business Subjects teachers agreed they have experienced a significant effect of the training on their competencies for implementation of the new Business Subjects curriculum. This is indicated by the highest 31(82.9%) of the surveyed Business Subjects teachers who agreed to had successfully in-serviced before the implementation of the new Business Subjects' curriculum test item.

The current quantitative data analysis established that most of the Business Subjects teachers were in agreement that they were successfully in-serviced before the

implementation of the new Business Subjects' curriculum. However, this is in disagreement with the interview findings. This is evident from the following quotations.

> *"I don't think that our teachers were successfully in-serviced before the implementation of this new curriculum. This is because some of the teachers still use the preservice training approaches that are too old for the new curriculum. Besides, they keep on requesting for more training on the implementation of the new curriculum"* *(Interview, key informant, line 67p.33 {25/03/2021}).*

> *"I don't think the Business Subjects teachers in this school are not fully competent. This is because they keep on consulting one another about the new requirements of the new competency-based curriculum." (Interview, key informant, line 79 p.50 {25/03/2021}).*

This expression above could mean that the Business Subjects teachers are not yet full oriented to handle the new Business Subjects curriculum content. Therefore, need more professional training to be able to implement the new Business Subjects curriculum. The foregoing findings rhythm well with the results of a study done in Tanzania by Hardman, Abd-Kadir, and Tibuhinda (2012) which indicated that reforming teacher education in Tanzania advocates for In-service professional training of new entrants in the teaching profession to improve their instruction know-how for even implementation of a given curriculum.

Further, quantitative data analysis established that the majority 35(93%) of the Business Subjects teachers were in agreement that the professional teacher training was satisfactory for the implementation of the new Business Subjects curriculum. Divergent from the interview results, the majority of the participants mentioned that the training was too short hence inadequate to improving teachers' performance in the implementation of the new Business Subjects curriculum. The above highlight is evident from the following quotations:

*"The training cannot be enough when the government train teachers for only a few days in one region and then another region of the country" (Interview, key informant, line 100, p.32 {10/03/2021}).*

*"Though some of the teachers have been trained, it's not wholly adequate because Some of them have not acquired the required expertise of handling the new curricular objectives." (Interview, key informant, line 87, p.27 {26/03/2021}).*

*"The training has not been enough because of the shallow training that the government has been offering. This is because the training is for few days and the training is compressed such that teachers are pumped with a lot of materials because when they come into the field, they can't recall all that they have learnt therefore, most of the teachers are still using the old methodologies when they are teaching." (Interview, key informant, line 70, p.32 {25/03/2021}).*

The above findings are in line with the MOES (2020) report which indicates that the pre-service teachers perceive their practices with the new curriculum implementation to be high yet they hardly use lesson plans of the new curriculum despite of the provided school lesson plan template to them.

Supplementary analysis of the current study indicated that the majority 26(71.4%) of the Business Subjects teachers felt that the professional teacher training attended improved their teaching approaches. This means that this quantitative data analysis established that most of the professional teacher training attended by these Business Subjects teachers improved their skills for the implementation of the new Business Subjects' curriculum.

. This was contrary to the responses from the interview as quoted below:

*"I think the professional teacher training received is not adequate for the teachers since most of them keep on consulting on what they were trained on. They are very short besides teachers don't have adequate knowledge yet to adequately implement the new Business Subjects curriculum." (Interview, key informant, line 67 p.31 {26/04/2021}).*

*"You are lucky because you are consulting the right person. This is because I recently went for the training on the implementation of the new curriculum with my teachers. Though the training covered new emerging issues in the Business Subjects curriculum, the training*

> *sessions were very short and inadequate for them to deliver in line*
> *with the curricular objectives. [...]" (Interview, key informant, line*
> *69 p.40 {26/04/2021}).*

These expressions from the participants imply that the in-service training attended were too short to improve their skills for the implementation of the new Business Subjects' curriculum.

The current study findings agree with Nyoni (2018) study findings that found that most teachers were not provided with adequate in-service training as a strategy to improve their teaching-learning techniques. Moreover, the same findings concur with a study conducted in Kenya by Patius (2014) whose findings revealed that 70% of teachers lack adequate teacher training on curriculum limits effective curriculum implementation in Secondary schools' subjects

### 4.4.2 Instructional characteristics

Under instruction characteristics, the study sought to find out the effect of instructional characteristics in terms of teaching methods and teaching documents used of Business Subjects teachers in the implementation of the new Business Subjects curriculum.

### 4.4.2.1 Teaching methods used

The study sought to establish the effect of the teaching methods used by Business Subjects teachers used for the implementation of the new Business Subjects curriculum in the selected secondary schools. In their response to the questionnaire item; which of the following methods used was considered to influence the implementation of the new Business Subjects curriculum? Their responses are presented below

**Table 4.3: Teaching methods used for implementation of the new Business Subjects curriculum.**

| Code | Method | F | % |
|------|--------|---|---|
| TM1 | Lecture | 0 | 0.0 |
| TM2 | Question and answer | 2 | 5.4 |
| TM3 | Discussion | 12 | 32.4 |
| TM4 | Brainstorming | 3 | 8.1 |
| TM5 | Storytelling | 2 | 5.4 |
| TM6 | Role play | 2 | 5.4 |
| TM7 | Projects and fieldwork | 15 | 40.5 |
| TM8 | Drawing and Dramatization | 1 | 2.7 |
|  | Total | 37 | 100.0 |

*Source: Survey data (2021)*

Table 4.3 shows the quantitative analysis in response to the inquiry in the questionnaire on which methods, the Business Subjects teachers used for the implementation of the new Business Subjects curriculum in secondary schools. Majority of the surveyed respondents 15(40.5%) indicated that they use project and fieldwork, 12(32.4%) used the discussion method, 3(8.1%) of them indicated that they used the brainstorming teaching method, 2(5.4%) of them indicated that they used question and answer, storytelling, and role-play, 1(2.7%) used drawing and dramatization whereas none of the respondents indicated that they have ever used lecture method while implementing the new Business Subjects curriculum.

The above findings could imply that allowing learners to engage in the projects and fieldwork could lead to the acquisition of hands-on skills to the learners a major goal of the new Business Subjects curriculum being a competent based one.

Similarly, qualitative data in response to this question, the participants were in agreement that Business Subjects teachers were mostly encouraging discussions

among studies and the project work method to enhance the implementation of the new curricular objectives.

The above is evident from the following quotation;

> *"Several student-oriented methods are recommended for implementing the new curriculum content. However, Business Subjects teachers here mostly use discussion methods. This is because the method increases student engagement in a lesson session which to the high extent facilitate the implementation of the new curricular goals to the learners." (Interview, key informant, line 32, p.67 {15/03/2021}).*
>
> *"[...] Even when teachers are using project works especially for paper three of Entrepreneurship still Business Subjects teachers encourage group work especially in pairs per project. So, pupils discuss among themselves and give the feedback to the teacher for his summary and more guidance." (Interview, key informant, line 12, p.5 {15/03/2021}).*

These highlights indicate that Business Subjects teachers use learner-centred methods that give learners room for self-discovery and explanation with the teacher playing the role of guiding, unlike the teacher-centred strategies where the teacher dominates in the instruction and learning process. Furthermore, the use of these learner-centred approaches could be attributed to the curriculum design requirement that by the end of the year's education, students should communicate appropriately, develop leadership skills as well as applying inventive and critical thinking skills in problem resolution.

The present study findings concur with what Sawyer (2011) says that achievement of the curriculum objectives being implemented is likely to occur when the rigid division between teacher and students are somewhat relaxed, hence creating a situation where teachers and students conjointly construct the improvisational flow of the classroom.

However, the present study findings vary from the findings of a study conducted in Tanzania by Paulo (2014) which indicated that the pre-service instructors dominated the actual curriculum implementation by assuming most of the roles during class

sessions apart from the short recall-based verbal questions which needed verbal instructions by the teachers.

## 4.4.2.2 Teaching Documents Used

Wholly 37(100%) of the surveyed participants indicated that they used teaching documents while implementing the new Business Studies curriculum. The Business Subjects teachers' responses on whether they agreed that the use of teaching documents affected the implementation of the new Business Subjects curriculum are displayed below.

**Table 4.4:** **Descriptive statistics for the teaching documents used by Business Subjects teachers for implementing the new Business subjects' curriculum.**

| Code | Teaching documents | Response | F | % |
|------|--------------------|----------|---|---|
| TD1 | I use student register to track course attendance | Agree/Strongly agree | 32 | 86.5 |
| | | Disagree/ Strongly disagree | 4 | 10.8 |
| | | Undecided | 1 | 2.7 |
| TD2 | I design charts for flow diagrams | Agree/Strongly agree | 33 | 89.2 |
| | | Disagree/ Strongly disagree | 3 | 8.1 |
| | | Undecided | 1 | 2.7 |
| TD3 | I use a course outline for a given Business subjects | Agree/Strongly agree | 34 | 91.9 |
| | | Disagree/ Strongly disagree | 1 | 2.7 |
| | | Undecided | 2 | 5.4 |
| TD4 | I refer to and use the syllabus of Business Subjects | Agree/Strongly agree | 34 | 91.9 |
| | | Disagree/ Strongly disagree | 2 | 5.4 |
| | | Undecided | 1 | 2.7 |
| TD5 | I prepare and use lesson plans | Agree/Strongly agree | 36 | 97.3 |
| | | Disagree/ Strongly disagree | 1 | 2.7 |
| | | Undecided | 0 | 0 |
| TD6 | I record work covered in the record of work covered | Agree/Strongly agree | 35 | 94.6 |
| | | Disagree/ Strongly disagree | 0 | 0 |
| | | Undecided | 0 | 5.4 |
| TD7 | I use schemes of work | Agree/Strongly agree | 37 | 100 |
| | | Disagree/ Strongly disagree | 0 | 0 |
| | | Undecided | 0 | 0 |
| TD8 | I use relevant textbook | Agree/Strongly agree | 36 | 97.3 |
| | | Disagree/ Strongly disagree | 1 | 2.7 |
| | | Undecided | 0 | 0 |
| TD9 | I use student's progress report records | Agree/Strongly agree | 37 | 100 |
| | | Disagree/ Strongly disagree | 0 | 0 |
| | | Undecided | 0 | 0 |
| TD10 | I use a teacher guide | Agree/Strongly agree | 35 | 94.6 |
| | | Disagree/ Strongly disagree | 1 | 2.7 |
| | | Undecided | 1 | 2.7 |

*Source: Survey data (2021)*

Table 4.4 indicates the descriptive statistics for the items of teaching documents used where an overwhelming majority of Business Subjects teachers were agreement rate

for the test items was: I design charts for flow diagrams 32(86.5%); I use course outline for a given Business subject 33(89.2%); I refer and use syllabus of Business Subjects 34(91.9%); I prepare and use lesson plans 34(91.9%); I record work covered in the record of work covered 36(97.3%); I use schemes of work 35(94.6%); I use the relevant textbook 37(100%); I use student's progress report records 37(100%)' and; I use a teacher guide 35(94.6%).

From the above quantitative data analysis, all the government issued and recommended documents scored over 88% agreement rate from the surveyed participants. This implies that teachers embraced the MOES given and recommended teaching documents in the implementation of the new Business Subjects curriculum in the surveyed secondary schools.

Qualitative data findings in response to this question confirmed the above quantitative findings, the participants indicated that Business subjects' teachers used the Ministry of Education and sports issued teaching materials through the NCDC.

The above is evident from the following quotation;

> *"The teachers here are making use of recently issued subject syllabus and teacher guide texts on the new curriculum by MOES through NCDC. Teachers are using these texts to draft lesson plans and implement the new Business Subjects' curriculum […]." (Interview, key informant, line 15, p.5 {15/03/2021}).*

> *"[…] Every Business teacher here is issued a syllabus for the individual subjects which I confirm to you that are being used in the implementation of the new curriculum. Through my inspection and supervision of the class sessions as Director of studies, I have always witnessed my teacher make use of the issued documents from my office for the implementation of the curriculum goals." (Interview, key informant, line 9, p.19 {10/03/2021}).*

These narrations mean that Business Subjects teachers use the recommended and issued texts by the MOES to enhance the implementation of the new curricular

objectives. This could be attributed to the orientation rendered to them before the implementation process by the respective schools and the Uganda Ministry of Education and Sports

This concurs with the findings of the study conducted by Asuquo, Ekpennyog, and Okon (2019) which revealed that implementation of the curriculum as required is achieved whenever teachers embrace the reference and application of education ministry recommended teaching documents while in the implementation process. Furthermore, the current findings concur with Luyima (2011); Akampurira (2016) study which posits that the implementation of an up-to-date curriculum hinges on the use of teaching documents by the teachers for they promote consistency in the implementation of a given subjects' curriculum.

### 4.4.3 Correlation Analysis for Objective One Study Constructs.

The researcher sought to examine the relationship of the object one constructs; To assess the effect of teachers' characteristics for the implementation of the new Business Subjects curriculum. Teacher characteristics were measured in terms of their professional teacher training (PTT), and instructional characteristics; teaching methods (TM), and teaching documents (TD). Pearson correlation analysis was used to examine the relationship between the object one variables as recommended by (Wong and Hiew 2005). The results are illustrated in Table 4.5 below

**Table 4.5: Correlation coefficients of teacher characteristics constructs**

| | | *Teacher Characteristics (TC) Variables* | | |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 1. | Professional teacher training (PTT) | 1 | | |
| 2. | Teaching methods (TM) | .670** | 1 | |
| 3. | Teaching documents (TD) | .710** | .690** | 1 |

**Correlation is significant at 0.01 level (2 tailed)

*Source: Survey data, 2021*

From table 4.5 above, all the teacher characteristic constructs were significant at the level of 0.01. Hence the hypothesised relationships developed were found to be statistically significant at the level of 0.01. Professional teacher training (PTT) and teaching methods (TM) had a positive significant relationship (r=.670, P<0.01). Teaching methods (TM) correlated positively with teaching documents (TD) (r=.710, P<0.01). There was also a positive relationship between professional teacher training (PTT) and teaching documents (TD) (r=.690, P<0.01). This means none of the teacher characteristics' variables was dropped from the subsequent regression analysis.

**4.4.4 Regression Analysis for Objective One Variables.**

To find the effect of teachers' characteristics for the implementation of the new Business Subjects curriculum, Regression analysis was used as it is a recommended inferential statistic category to measure the effect of one variable on another (Creswell 2012). Teacher characteristics were measured in terms of their professional teacher training (PTT), teaching methods (TM), and teaching documents (TD). Below is the summary of the regression analysis results.

**Table 4.6: Regression Results**

*Model 1*

| *Teacher Characteristics* | |
|---|---|
| Constant | -1.0349(.177) * |
| Professional teacher training (PTT) | 1.170(.370) * |
| Teaching methods (TM) | .759(.360) * |
| Teaching documents (TD) | .820(074) * |
| F- Statistic | 96.136 |
| R | .801[a] |
| $R^2$ | .667 |
| Adj $R^2$ | .650 |
| Durbin Watson | 1.221 |

*Source: Survey data, 2021*

From the regression results in table 4.6 above, values of unstandardized regression coefficients with standard errors in parenthesis while *p<0.05 indicates that value is significant at 95%. The correlation of determination value of $R^2$ =.667 means that 66.7% of the determinants of implementation of the new Business Subjects' curriculum can be explained/by teacher characteristics; their professional teacher training, teaching methods and teaching documents. According to the regression above, and the regression calculated, below is the model of the equation.

*Y*=-1.0349 +1.170PTT + .759TM + .820TD

Key: Y = dependent variable (implementation of the new Business Subjects curriculum), PTT professional teacher training, TM = teaching methods (TM), TD= teaching documents

**4.4.5 Testing the Null Hypothesis (HO)**

The null hypothesis (Ho); Teachers' characteristics have no statically significant effect on the implementation of the new Business Subjects curriculum was rejected. This is because the regression results in Table 4.6 indicated that all the teacher characteristics constructs had a positive significant effect on the implementation of the new Business Subjects curriculum. Professional teacher training (1.170, $p<0.05$), teaching methods (.759, $p<0.05$) indicated a positive significant effect while teaching documents (-.820, $p<0.05$) had a negative effect on the implementation of the new Business Subjects curriculum. Therefore, it can be inferred that teachers' characteristics have a statistically significant effect on the implementation of the new Business Subjects curriculum.

**4.5 Research question two: What are the teacher practices that support Business Subjects teachers in the implementation of the new Business Subjects curriculum?**

Under research question two, the study sought to find teacher practices that support Business Subjects teachers in the implementation of the new Business Subjects curriculum. The participants' responses are presented below.
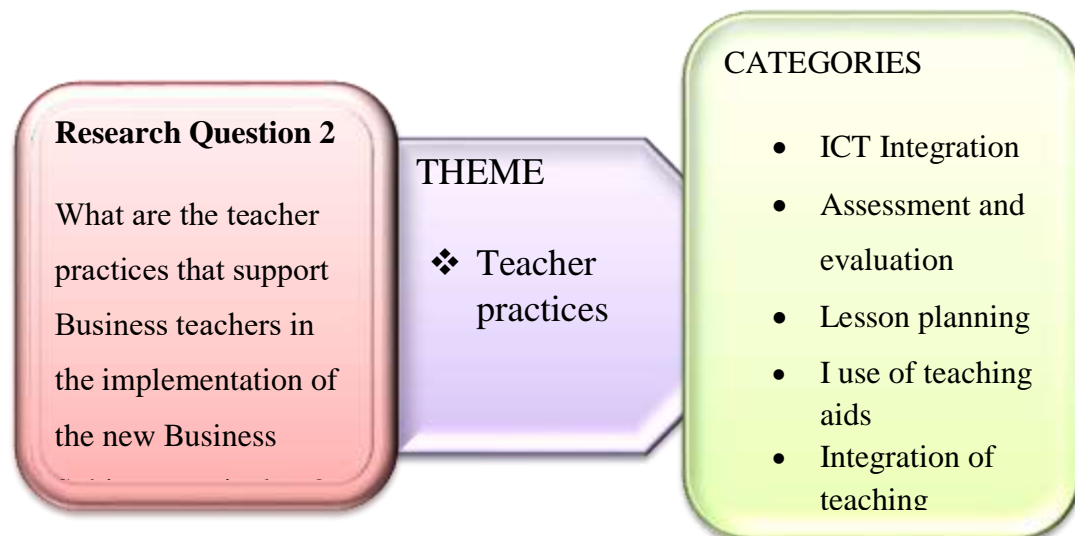
**Figure 4.1: Summary of the key qualitative findings for research question two**

*Source: Survey data (2021)*

**4.5.1 ICT Integration**

The majority of the Directors of Studies revealed that their schools had procured some

ICT facilities to be used while implementing the new Business Subjects curriculum.

Below are some of their responses;

> *"[......] remember this curriculum is a computer-based curriculum that is intended to impart ICT skills to the learners. It encourages the integration of computers in every lesson ICT, that's is use projectors, smartboards computers to make the learning process enjoyable by both the learner and the teacher. Eventually, this increases the morale of students in liking what they are learning with I think with no doubt leads to effective teaching. However, one of my Business Subjects teachers sometimes do not use these facilities when the laboratory technician is absent because the teacher cannot fully work with the machines independently due to limited ICT skills" (Interview, key informant, line 101, p.132-133{24/04/2021}).*

> *"Business teachers here we're introduced to computer facilities in our school. For your information, each class has been installed with a projector and a smart board and each Business Subjects teacher has been given a laptop by the school to assist in online searching on new and updated contents than using the yellow notes." (Interview, key informant, line 90, p.50{26/03/2021}).*

> *"Use of smartboard and projectors here has made the teachers love their job because they permit smarts for the class, learners, and the teacher. I mean no chalk dust like in the use of chalk and*

> *chalkboards. This eventually raises their interest in class which increases learner's engagement and understanding of the learnt content." (Interview, key informant, line 70, p.58{26/03/2021}).*

Therefore, interpreting the results indicated that, some Business subjects' teachers integrate ICT while implementing the new Business Subjects curriculum. This could be attributed to the adequacy of the ICT facilities as well as little know-how by teachers to use the facilities.

The current research findings are supported by Atepor (2019) who reports that the adoption of online learning in teaching Business studies favours curriculum implementation of the Business Studies curriculum. Moreover, Ayemhenre and Okolo (2019); Dikeocha, Nwagu, Ugochukwu, and Okoronkwo (2019); Duktur (2019); Wolugbom, & Ben-George (2019); Ademiluyi, Bello, & Akande (2019); Maureen and Oliver (2019); Chris and Atah (2019) studies report that adoption of ICT and utilization of the WWW in teaching Business studies is rational for effective curriculum implementation in Sub-Saharan Africa.

### 4.5.2 Assessment and Evaluation

From the current study, the majority of the participants specified that Business Subjects teachers evaluated and assessed their learners to determine new Business Subjects curriculum competencies majority of the Directors of Studies revealed that most of their Business Subjects teachers assessed and evaluated their students while in the Business Subjects curriculum implementation process.

Below are some of the quotations from their conversation with the researcher;

> *"At the end of every topic, teachers assess learners to see if they have acquired and mastered the intended objectives. This is through weekly tests and termly examinations." (Interview, key informant, line 200, p.112{29/04/2021}).*

*"[...] we always cherish weekly tests to the students in Business Subject department in addition to the end of the month and term examinations. This all is intended to find the extent to which students have achieved the new curricular objectives." (Interview, key informant, line 112, p.87 {21/4/2021}).*

*"Assessment of the learners is key to the achievement of the curriculum goals by the teacher and the learner. Hence, evaluation guides the Business Subjects teachers to evaluate learners at the end of each. This evaluation can be verbal, Question and Answer or written test about the recently concluded topics [...]" (Interview, key informant, line 20, p.15{26/03/2021}).*

The above narrations imply that the majority of the Business Subjects' teachers assessed learners especially on designing assessment items. Further interpretations from the current findings indicate that Business Subjects teachers were fully equipped in designing an assessment test.

The current findings agree with a study conducted in Indonesia on curriculum implementation in higher education. The study found out that curriculum evaluation is a very important strategy to increase the quality of the curriculum implementation process and learning outcome (Rohmad 2017). Moreover, Phelan (2018) study conducted in American confirms that student self-assessments are imperative components of effective curriculum implementation for they offer prospects to reflect on goal advancement in the ongoing curriculum.

Besides, in their study Ezeabii and Ndelekwute (2017) on competencies possessed by upper basic education level teachers for teaching Business Studies for effective service delivery in Nigeria found out findings that correspond to the current study findings. The study found out that evaluation of instruction related to effective curriculum implementation revealed the gaps in the implementation process at an early stage. Furthermore, It is revealed that the majority of the teachers used both oral questions and written tests to assess the implementation process reliable strategy for

implementation of Entrepreneurship Skills Education in secondary schools of Uganda (Luyiima 2011) In this regard also, Phelan (2018) study in American found out that student assessments are imperative components of an operative curriculum implementation system, as they provide opportunities to reflect on goal achievement in the on-going curriculum.

### 4.5.3 Lesson Planning

The Directors of Studies interviewed indicated that lesson planning was an adopted teacher practice of the Business Subjects teachers.

This is indicated in the following participants' quotations;

> *"As I have already told you, we encourage lesson preparation here. This means that a lesson plan is embraced by our school. We provide templates for the same for the teachers to prepare lesson plans. These act like a compass of a Pilot to a teacher. This breeds consistency in delivering of the subject content in with the respective subject curriculum and syllabus sequence" (Interview, key informant, line 38, p.17{15/03/2021}).*

> *"[….] Lesson preparation is not a mere practise but an imperative indicator of a teacher's preparedness to deliver in actual class sessions and students master the content being taught. So, we recommend the practice in our school because when teachers prepare, they keep on the syllabus track until completion." (Interview, key informant, line 90, p.50{26/03/2021}).*

> *"We have a saying that, failing to plan is planning to fail. [….] therefore, we encourage them to plan for the lesson so that they don't fail to finish the required syllabus and of course finishing with the achievement of the curricular goals." (Interview, key informant, line 90, p.104{29/04/2021}).*

These narrations imply that lesson planning is an imperative teacher practice for enhancing punctuality as well as time management for Business Subjects teachers. This is because the preparation could help a teacher to manage time for a given content thus promoting timely syllabus completion as well as permitting consistency in lesson delivery while implementing the new Business Subjects curriculum.

The current study findings relate to those of Briggs (2019) which indicated that the utilization of the concept planning instruction supported Business Studies teachers in their teaching process which led to attaining the curricular goals.

### 4.5.4 Use of Teaching Aids

The responses from the interview that, most of the selected Business Subjects teachers highly embraced the use of teaching aids for implementing new Business Subjects curricular goals.  This assertion is evidenced by the following quotation;

> *"[...] Business Subjects teachers embrace the use of teaching aids while in-class sessions to enhance memory retention of content among students.  Actually, one time I saw a Business Subjects teacher of Entrepreneurship Education displaying and using empty boxes in class when teaching package concept as a packaging material." (Interview, key informant, line 41, p.30 {25/04/2021}).*

> *"The school provides teachers with templates where they fill the required teaching aids to facilitate their teaching.  The filled templates are submitted to the head of the department who requests the materials from the school.  His role is to ensure that the supplied materials are used by teachers and the report from his office shows that teachers are making use of the teaching aids to enhance student's recollection while implementing the new Business Subjects curriculum." (Interview, key informant, line 5, p.8 {15/03/2021}).*

These interview quotations imply that Business subjects' teachers used teaching aids to capably implement the new Business Subjects curriculum. This could be because it can enhance content retention among students while implementing new Business Subjects curricular goals.  The current study findings are not different from the study conducted in Nigeria by Okoye, Nwobodo, Donatus, & Osuji, (2019) on the influence of the use of instruction aids on secondary school students' accomplishment and retention in Business studies.  Their study findings portrayed that the use of teaching aids significantly facilitated the implementation of the curriculum as it promoted student's retention ability of learnt content

**4.5.5 Integration of Teaching Methods**

The forgoing interview findings indicated that most of the school teachers highly embraced mixing of teaching methods though they were leaning towards learner centeredness while implementing new Business Subjects curricular goals.

 The following quotations confirm the above:

> *Integrating of learning approaches is emphasized here, this is because we encourage our teachers to integrate learning activities in a single lesson to ensure that student acquires something to help him or her in daily life.  This can only be achieved when teachers use different methods to impact different life skills." (Interview, key informant, line 35, p.70{25/03/2021}).*
>
> *"Though we recommend the use of both teaching methods in a single lesson session, most teachers here are following the new trend of learner-centred methods because the curriculum pulls them to use the learner-centred approaches." (Interview, key informant, line 39, p.75{26/03/2021}).*

From the findings of the present study, the Business studies integrated teaching methods in-class sessions while implementing the new Business Subjects curriculum. Interpreting the findings to imply that the use of both teacher-centred and learner-centred teaching approaches by Business subjects', teachers while implementing the new Business Subjects curriculum facilitate achievement of the new Business Subjects curriculum goals.

The foregoing study findings are similar to Bowles, Radford and Bakopoulou (2018) study that found similar results in their study on the framework as a significant role for instruction assistants which indicated that teachers integrated teaching methods to enhance confidence, self-esteem, Student's participation in class discussions.

The above qualitative findings were reflected by the quantitative data obtained from measuring the Business Subjects teachers' attitudes on the teacher practices they used

for the implementation of the new Business Subjects curriculum. The participants'
responses are presented in Table 4.7.

**Table 4.7: Descriptive Statistics for Teacher Practices that Business Subjects teachers used to support them in the implementation of the new Business Subjects curriculum.**

| Code | Item | Response | F | % |
|------|------|----------|---|---|
| TP1 | ICT integration | Always/often | 12 | 32.4 |
| | | Seldom/Sometimes | 21 | 56.7 |
| | | Never | 4 | 10.8 |
| TP2 | I use teaching aids | Always/often | 32 | 86 |
| | | Seldom/Sometimes | 5 | 14 |
| | | Never | 0 | 0 |
| TP3 | lesson planning | Always/often | 28 | 75.7 |
| | | Seldom/Sometimes | 9 | 24.3 |
| | | Never | 0 | 0 |
| TP4 | Integration of teaching methods | Always/often | 32 | 86.5 |
| | | Seldom/Sometimes | 5 | 13.5 |
| | | Never | 0 | 0 |
| TP5 | Evaluation and assessment | Always/often | 36 | 97.3 |
| | | Seldom/Sometimes | 1 | 2.7 |
| | | Undecided | 0 | 0 |

*Source: Survey data (2021)*

Table 4.7 indicates the descriptive statistics for the items measuring Business Subjects
teachers' attitudes towards predetermined teacher practices as from the reviewed
literature that they use for implementing the new Business Subjects curriculum. The
high assortment of always responses for the study items was between (75%) and 98%.
Majority 32(86%), 28(75.1%), 32(86.6%), and, 36(97.3%) of the Business Subjects
indicated that they always used TP2(I use teaching aids, TP3(lesson planning)
TP4(integration of teaching methods), and, TP5(Evaluation and assessment)
respectively. However, a portion 21(56.7%) of Business Subjects teachers revealed
that they seldom used Item 'ICT integration (TP1). Therefore, interpreting the results
indicated that, ICT integration was the least used teacher practice by Business
Subjects' teachers to implement the new Business Subjects curriculum. This could be

attributed to the adequacy of the ICT facilities as well as little know-how by teachers to use the facilities.  This is corresponding to the study findings of Park, & Tan (2016) study that found out that ICT usage among teachers while implementing the curriculum in educational institutions of Asian countries was low ICT.

## 4.6 Research Question three: What are the teacher challenges that affect Business teachers' preparedness in the implementation of the new Business Subjects curriculum?

The third objective of the study sought to identify the teacher challenges that affected Business Subjects teachers' preparedness in the implementation of the new Business Subjects curriculum. The segment analyzes, presents, interprets and discusses the findings that offer the answer to the last research question of the present study.
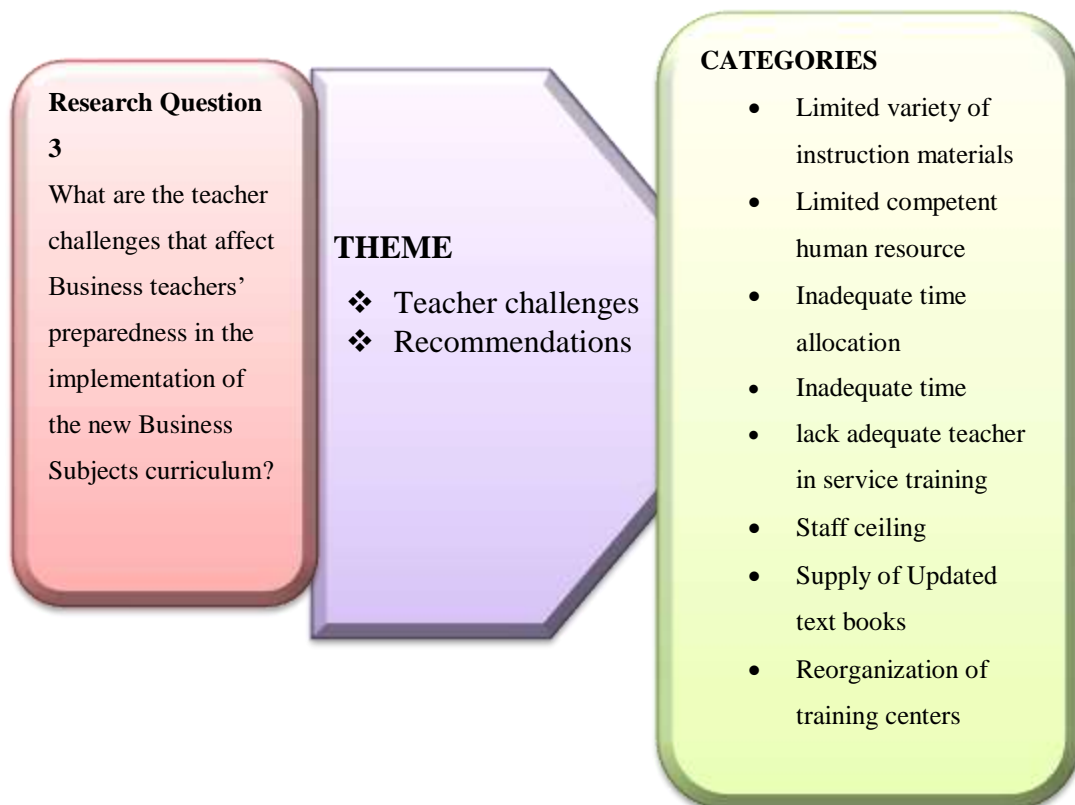


**Figure 4.2: Summary of the key qualitative findings for research question three**
*Source: Survey data (2021)*

### 4.6.1 Limited variety of instruction materials

The interviews with Directors of Studies revealed that Business Subjects teachers were faced with the lack of adequate instructional materials while implementing the new Business Subjects curriculum.

Below were some of their responses;

> *"The Business Subjects department has a limited variety of textbooks for individual subjects. The library is full of only one authored text in the name of S. A. Butt. These limit referencing from a variety of books for a wide range of knowledge on a specific concept by both teacher and students" (Interview, key informant, line 50, p.31{21/03/2021}).*

> *"We only have few prototypes, pamphlets for Business Subjects. To be specific, we only have two copies of Economics textbooks here and to make matters worse the book is published in Kenya with only Kenyan examples. This has brought many complaints from students to my desk asking; Are we studying East African commerce in Uganda? or Kenyan Commerce in Uganda?" (Interview, key informant, line 58, p.47{26/03/2021}).*

These narrations indicate that the Business Subjects teacher's preparedness for implementation of the new Business Subjects curriculum was hindered by the limited variety of instructional materials in form of textbooks, computers among others. This is jeopardising the implementation of the new Business Subjects curriculum in line with its goals

The foregoing study findings seemed to correspond to Ejercito (2011) study which found out that lack of enough instructional materials was found to be a major implementation challenge of the basic education curriculum implementation in Philippine secondary school.

### 4.6.2 Limited Competent Human Resource

> Further interviews with the Directors of Studies revealed that their schools were faced with limited numbers of competent Business

Subjects teachers while in the implementation of the new Business Subjects curriculum. The following are some of their responses.

*"Surely the implementation of the new curriculum is being limited by inadequate competent Business Subjects teachers' with updated skills for sharing of these classes and class streams' workload here. Sincerely, government should add us like two fresh graduate teachers who are trained on the current curriculum. (Interview, key informant, line 47, p.50{26/03/2021}).*

*"Inadequate workforce is one of a big challenge my Business Subjects department is facing right now, we only have only two teachers for 6 classes. These teach two subjects per class. The school through the Headteachers requested more Business Subjects teachers last year. The government had promised the addition of two Business Subjects teachers last year but we are still waiting upto date." (Interview, key informant, line 77, p.44{25/03/2021}).*

The above highlights can imply that the delay in recruitment by the government has led to the inadequate workforce challenge that affects the implementation of the new Business Subjects curriculum. The present research findings conform with the findings of Wosu (2016) in Nigeria which found out that inadequate human resources limited the curriculum implementation of Business Subjects programmes in public secondary schools.

### 4.6.3 Inadequate Time Allocation

The interview findings indicated that Business Subjects were being allocated inadequate time on school timetables that heavily affect the implementation of new Business Subjects' curricular goals. The above is evident in the following quotations.

*"According to the National curriculum, 160 minutes per week is the recommended time allocation for Business subjects, this is little time to me for one to complete the syllabus." (Interview, key informant, line 171, p.72 {29/04/2021}).*

*"Being a Director of Studies, I am always urged by the school proprietors to allocate more time to Science because they are prescience Subjects. The school, in general, wants to be known as a super school for science subjects. [….]. (Interview, key informant, line 14, p.21 {15/03/2021}).*

This means that a lot of attention is focused on science subjects by allotting much time to them as the subjects being emphasized by the government of Uganda. This has left Business Subjects with little attention while allocating time to them which affects the timely completion of the syllabus.

These findings correspond with the study findings that was conducted in Kenya by Warui (2015) which revealed that the Integrated Business Studies curriculum was suffering in its implementation due to insufficient time allocated for teaching the subject, in day secondary schools of Kirinyaga West District.

### 4.6.4 Rigidity of Teachers to shift from Teacher Centeredness to Learner Centeredness

Interview responses from the study participants revealed that many Business Subjects teachers were not ready to shift from the teacher centredness to learner centeredness that is recommended for the implementation of the new Business Subjects' curriculum. The following quotations are evidence of the above;

> *"We were taught that the current curriculum requires learner centeredness teaching methods. However, our teachers are rigid to change to this new requirement because they have been used to it for decades while implementing the Business Subjects curriculum. I hope with these trainings, teachers will be able to cope up with the new curriculum requirements though their rigidity to change is still slowing down the implementation of the new Business Subjects curriculum" (Interview, key informant, line 15, p.36 {15/03/2021}).*

> *"Business Subjects teachers here have been used to old teaching approaches where they could dominate the class session. It becoming difficult for them to adopt the new approach of learner centeredness. [....]. (Interview, key informant, line 21, p.38 {15/03/2021}).*

The above means that the bond between the old modes of teaching and Business subjects' teachers is still strong. Most Business subjects' teachers have not yet been

fully prepared to shift to the new curricular requirement. This rigidity eventually limits the achievement of the new Business subject's curriculum.

The current study findings correspond to a study conducted in Botswana by Sithole (2010) on Pedagogical practices of Business studies teachers. The study found out that the rigidity by teachers to shift from a teacher-centred model of instruction to learner-centred pedagogy limited the realization of the curricular goals of Business Studies in Botswana junior secondary schools.

### 4.6.5 Lack of Adequate Teacher In-service Training

The responses from the majority of the interview participants indicated that most Business subjects' teachers lacked adequate teacher in-service training to enhance the implementation the new curriculum.

The following quotations confirm the above;

> *"Though some of the teachers have been trained, it's not enough because some of them have not acquired the required expertise of achieving the new curricular objectives." (Interview, key informant, line 90, p.50{26/03/2021}).*

> *"The teachers have attended to only one government-organized Inservice training on the implementation of the new Business curriculum." (Interview, key informant, line 70, p.58{26/03/2021}).*

> *"[...] most of our Business Subjects teachers are trained on the new Business Subjects Curriculum through the workshops and seminars organized by the MOES even though the training was very short." (Interview, key informant line 100, p.45 {25/03/2021}).*

> *"My Business Subjects teachers have never received training on the implementation of the new Business studies organized by the MOES. We as a school we organize workshops to retool our teachers by exchanging with teachers from the invited teachers around" (Interview, key informant, line 101, p.132-133{24/04/2021}).*

This means that the serving teachers lack adequate teacher in-service training to enhance their skills to skilfully implement the new curriculum that came with contemporary content and requires refresh and updated minds. This could also imply

that the majority of the training attended was inadequate to improve teachers' performance in the implementation of the new Business Subjects curriculum. This is because the current study findings indicated that professional training received by Business subjects' teachers were too short to impact their competencies for the implementation of the new curriculum.

These current study findings are related to those of Kerubo (2015), which indicated that majority of the teachers with low professional in-service training hindered operative implementation of life skills education in Kenya. Moreover, Magutah and Nyabisi (2017) reported related findings that limited mentoring programmes for beginning instructors and nonstop professional development systems for serving teachers have negatively affected the curriculum implementation in Ugandan secondary schools.

The present study findings replicate the findings of Zindi (2018) which revealed that teachers were insufficiently provided with professional development programs to adequately support them in the curriculum implementation. They, therefore, needed to undergo more training to improve their performance. Similarly, Park and Tan (2016), proposed that Asian countries should adopt ICT competence teacher training to successfully implement the curriculum in their educational institutions. Moreover, the above study findings rhythm with Makunja (2016) recommendations that, before any implementation of a new curriculum, there is a necessity for frequent in-service training, seminars and workshops for all teachers for purpose of updating their knowledge for proper curriculum implementation.

**4.6.6 Supply of Updated Textbooks.**

The current study participants suggested that both the Government and School proprietors should procure new and updated texts with contemporary content to aid the implementation of the new Business Subjects curriculum in both public and private schools respectively. Their expressions are as follows;

> *"Our schools need more updated textbooks from the NCDC and MOES that capture the current Business Subjects curriculum updates on the new issues and requirements of the curriculum." (Interview, key informant, line 31, p.38{26/03/2021}).*
>
> *"I suggest that schools use the PTA funds available to order for some new textbooks, magazines required for the implementation of the curriculum as they wait for government stocks as promised. Because all the new materials haven't been delivered to schools. For example, here we have only received only five copies of Entrepreneurship prototypes, no syllabus or textbooks of the same received yet." (Interview, key informant, line 10, p.19{15/03/2021}).*

This means that provision of updated textbooks for Business subjects could guide the Business Subjects teachers to ably implement the new Business Subject's curriculum. The current findings match with Ejercito (2011) who conducted a study on implementation challenges of the basic education curriculum in Philippine secondary schools. The study recommended a supply of new and enough instructional materials to facilitate the implementation of the basic education curriculum. Moreover, Bello (2018) suggested similar recommendations new media used for instruction should be supplied to schools to enable them to achieve curriculum objectives

**4.6.7 Staff Ceiling**

Furthermore, the current study participants suggested that not only the government through its Ministry of Education and sports should embark on national fresh recruitment but also the Private schools should increase the capacity of teachers by recruiting enough teachers to support the implementation of the new Business Subjects curriculum. They expressed the following views:

*"To the proprietors of schools, they need to do staff ceiling, that is to increase the capacity of teachers to teach the Business subjects. This will increase human resources needed to effectively implement the new Business Subjects curriculum" (Interview, key informant, line 82, p.91 {29/04/2021}).*

*"The government of Uganda through the MOES and Education Service Commission (ESE) should embark on national recruitment of Business Subjects teachers into the system. This should be based on our teachers' gaps documentations submitted to the ministry increase the number of teachers required per school for instance 3 to 4 Business Subjects teachers for each secondary school." (Interview, key informant, line 45, p.55{21/03/2021}).*

*"I suggest that our government through the MOES to do fresh recruitment of fresh graduates with new skills like ICT skills so that they can be trainers of the old teachers in schools with no computer knowhow yet it's required in the implementation of this Computer-based curriculum. For example, we have two teachers here who have spent about 15 years in service which means they finished teacher education a long time ago when computers had not become common in most institutions. They have attended many pieces of training but those pieces of training don't train them on ICT skills but rather tell them that ICT skills are required in the implementation of the current curriculum. Therefore, new teachers can spearhead the process not only their input in-class sessions but also training fellow teachers some basics of ICT." (Interview, key informant, line 61, p.40{25/03/2021}).*

This means that fresh recruitment should be embarked on by both government and Private school owners so that they reduce heavy workloads and obtain fresh minds with up-to-date skills necessary for the implementation of the new Business subjects' curriculum.

The current findings agree with the Uganda National Teachers Union UNATU (2019) survey report on teacher capacity and curriculum implementation in lower and upper secondary schools in Uganda. The survey recommended that there should be annual national recruitment of teachers to increase their capacity for the implementation of the same.

### 4.6.8 Reorganization of Training Centres

Reorganization can as well be synonymized as decentralization that refers to the location of training centres in different parts within a certain geographical coverage. The current study participants suggested that the training should be located at the district level rather than being at the regional level since the majority of the Business Subjects teachers came from far places in different districts of the regions to attend the training. They expressed the following views: The above highlight is evident from the following quotations from the interview conversations with some of the D.O. Ss:

> *"The organizers should open more centres of training because for us here in Kabale district, we meet at St Marys College Rushororza because it's the Kigezi region coordination centre for Kabale, Kanungu, Rukungiri, Rubanda, Kisoro and Rukiga districts those trainings and there must be a teacher travelling from those areas including Kabale far end areas to go for the training. Therefore, if they can break these training centres into smaller centres at the district level the way we have the zones in sports, I don't doubt that the training might be more effective. This can even help in the training of more trainers at the district level to make a district self-reliant in terms of trainers' numbers. This can help the teachers at one district who get trained train the other district instead of calling us to go to the region where some teachers fail to go and even those who try come late because of the far distances travelled." (Interview, key informant, line 57, p.15 {25/03/2021}).*

> *"I suggest that training be organized in smaller groups. If I can say, for example, secondary schools in a sub-county can form one centre at that small zonal area than the whole region or even a district because when teachers meet at the sub-county, it becomes very easy for the trainers to reach out to all the teachers in that training session." (Interview, key informant, line 171, p.79-80 {29/03/2021}).*

The current study participants' views imply that the government should organize professional teacher training in the easily accessed cluster to enable the Business Subjects teachers to easily attend them. This can help many attend the training if organized in the near centres than the far end training centres at the regional level.

The current findings agree with the Uganda National teachers Association Union (UNATU) (2020) report on teacher preparedness for the implementation of the new Business Subjects curriculum in lower and Upper secondary in Uganda. The survey findings recommended that training programmes for the new curriculum should be broken down into smaller hubs and be conducted simultaneously in all regions and districts in Uganda so that they can easily reach out to many Business Subjects' teachers.

The current findings moreover concur with Stronge (2011): Akampuirira (2016) who posit those trainers must receive training to assume their purposes in the implementation of contemporary curriculum content. Furthermore, the present research findings correspond with a study conducted in Nigeria which found that teachers were exposed to training for them to handle the new curriculum (Ikegwuani 2019).

Quantitative findings confirmed the above qualitative study findings of the teacher challenges that affected Business Subjects teachers' preparedness in the implementation of the new Business Subjects curriculum. The table below shows the analysis of items measuring attitudes of Business Subjects teachers towards the teacher challenges affecting Business Subjects teachers' preparedness for the new Business Subjects curriculum.

**Table 4.8: Descriptive statistics teacher challenges that affect Business Subject teachers for the implementation of the new Business Subject's curriculum.**

| Code | Teaching documents | Response | F | % |
|------|-------------------|----------|---|---|
| TC1 | lack of locally published textbooks | Agree/Strongly agree | 25 | 67.5 |
| | | Disagree/ Strongly disagree | 2 | 5.4 |
| | | Undecided | 10 | 27.1 |
| TC2 | Inadequate time allocation of Business Subjects | Agree/Strongly agree | 31 | 83.8 |
| | | Disagree/ Strongly disagree | 5 | 13.5 |
| | | Undecided | 1 | 2.7 |
| TC3 | The rigidity of teachers to shift from teacher centeredness to learner centeredness | Agree/Strongly agree | 32 | 86.5 |
| | | Disagree/ Strongly disagree | 3 | 8.1 |
| | | Undecided | 2 | 5.4 |
| TC4 | Heavy workloads | Agree/Strongly agree | 30 | 81.1 |
| | | Disagree/ Strongly disagree | 4 | 10.8 |
| | | Undecided | 2 | 8.1 |
| TC5 | Inadequate human resource | Agree/Strongly agree | 31 | 83.8 |
| | | Disagree/ Strongly disagree | 4 | 10.8 |
| | | Undecided | 2 | 5.4 |
| TC6 | lack of adequate teacher in-service training | Agree/Strongly agree | 33 | 89.2 |
| | | Disagree/ Strongly disagree | 2 | 5.4 |
| | | Undecided | 2 | 5.4 |
| TC7 | Inadequate instruction materials | Agree/Strongly agree | 36 | 97.3 |
| | | Disagree/ Strongly disagree | 1 | 2.7 |
| | | Undecided | 0 | 0 |

*Source: Survey data (2021)*

Table 4.8 shows the descriptive statistics for the seven items measuring attitudes of Business Subjects teachers towards the teacher challenges affecting Business Subjects teachers' preparedness for the new Business Subjects curriculum. The surveyed Business subjects' teachers agreed at a high response rate between 67.5% and 93.3% for the item measuring their attitudes towards the teacher challenges that affected their preparedness to implement the new Business Subjects curriculum. The majority 25(67.5%), 31(83.8%), 32(86.5%0, 30(81.1%), 31(83.8%), 33(89.2%), and, 36(97.3%) agreed that lack of locally published textbooks, inadequate time allocation

to Business Subjects, the rigidity of teachers to change to the new teaching techniques, heavy workloads, Inadequate human resource, lack of adequate teacher in-service training, and inadequate instructional materials respectively hindered the implementation of the new Business Subjects curriculum. Interpreting the descriptive data implies that, there is no single teacher challenge that pampers the implementation of the new Business Subjects curriculum but rather a combination of school-based and outside school-related teacher challenges.

The current findings relate with Ejercito (2011) who conducted a study on implementation challenges of the basic education curriculum in Philippine secondary schools. The study found out that the implementation of the basic education curriculum was papered by challenges within and outside school premises.

**4.7 Connecting Data Findings to Theory.**

The professional teacher training that is mentioned in the study findings placed the preparation of the teacher at the centre of the curriculum implementation process. Furthermore, the current study findings indicated that lesson planning was a common teacher practice by most Business Subjects teachers prior to class sessions. This is reinforced by the Tyler curriculum theory which states that to achieve the curricular objectives, lesson preparation should be placed in the centre of the implementation process of a given curriculum.

Furthermore, the Tyler curriculum theory advances that, teachers should inspire students to be actively involved in realizing what the world is like as well as providing them with opportunities to think for themselves and articulate their ideas. This is because no sole learning experience has a very profound impact on the learner. This proclamation is associated with the current study findings which revealed that

teachers allowed learners to think and articulate issues on their own through the use of learner centeredness methods; discussions and project work while implementing the new Business Subjects curriculum. This is in line with Sawyer (2011) who postulates that guided discovery and discussions on learning activities assist learner acquisition of the curricular competencies.

The findings of this study revealed that Business Subjects teachers were competent in assessing learners especially on designing assessment test items. This was revealed from the descriptive data which indicated that the majority of the Business Subjects teachers used evaluation and assessment while implementing the new Business Subjects curriculum to determine the achievement of the new curricular competencies. The Tyler theory emphasizes the need for evaluation and assessment to monitor changes in student behaviour that is linking preliminary expectations in the form of behavioural objects with upshots attained by both the teacher and the learner for a given curriculum being implemented.

## 4.8 Summary of the Chapter.

This chapter focused on the presentation, analysis, interpretation, and discussion of data generated through a mixed-method approach. The next chapter presents the summary, conclusions and recommendations for further research.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.1 Introduction**

This chapter presents the summary of the findings, conclusions and recommendations as well as the implications and areas for more study according to the outcomes realized. This study intended to assess teachers' preparedness for the implementation of the new Business Subjects curriculum in the selected secondary school of Kabale district, Uganda.

**5.2 Summary of Research Findings**

The summary of the findings is grounded on the three study objectives and their respective research questions.

**5.2.1 Research Objective One: To assess the effect of teachers' characteristics for the implementation of the new Business Subjects curriculum.**

It was found that teacher characteristics had a significant effect on the implementation of the new Business Subjects curriculum. 94.6% of the respondents who had been trained on the new Business Subjects curriculum on curriculum changes, subject content and emerging issues through preservice training in teacher training institutions, in-service workshops, and conferences organized by NCDC and school administrators. This improved their instructional approaches that allowed 40.9 % and over 86% of Business Subjects teachers to use recommended project and work a learner-centred teaching methods and teaching documents respectively. There was also a positive relationship among all the teacher characteristics constructs at the significant level of 0.01. This means none of the teacher characteristics' variables was dropped from the subsequent regression analysis. From the inferential statistics,

regression analysis, the correlation of determination value of $R^2$ =.667 indicated that (66.7%) of the determinants of implementation of the new Business subjects' curriculum can be influenced by teacher characteristics; their professional teacher training, and instructional characteristics. The regression analysis results further indicated a significant effect of all the teacher characteristics constructs on the implementation of the new Business Subjects curriculum: professional teacher training; (1.170, p<0.05), instructional characteristics: teaching methods; (.759, p<0.05), and teaching documents (-.820. P<0.05)

Similar to the interview findings, a number of participants testified that though those pieces of training were very short and congested with teachers from the entire region, pieces of training attended were operative in terms of improving their teaching approaches for the implementation of the new Business Subjects curriculum. This is because the pieces of training affected their instructional features as many teachers got to use the recommended learners centred teaching methods and documents.

## 5.2.2 Research Objective Two: To identify the teacher practices that support Business Subjects teachers in the implementation of the new Business Subjects curriculum?

The study found numerous teacher practices that supported the Business subjects' teachers in the implementation of the new Business Subject's curriculum. The study participants revealed that ICT integration, assessment and evaluation, lesson planning, use of teaching aids, Integration of teaching methods were the major teacher practices that Business Subjects teachers used to support their implementation of the new Business subject's curriculum. The foregoing indicated that Business Subjects teachers had some knowledge on ICT, were fully equipped in designing assessment items, dominated class sessions with both teacher centeredness and learner

centeredness, and, prepared prior actual implementation process for consistency and timely completion of the syllabus. These findings were not different from the quantitative findings as it was found that, majority of Business Subjects teachers applied a combination of teacher practices in a single lesson. This was depicted by a percentage of over 56 % posted by all the items that were used to measure teacher practices for implementation of the new Business Subjects curriculum.

## 5.2.3 Research Objective Three: What are the teacher challenges that affect Business Subjects teachers' preparedness in the implementation of the new Business Subjects curriculum?

It was found out that numerous teacher challenges affected the implementation of the new Business subject's curriculum. These teacher challenges included administrative; Resource related; as well as; methodological related. The study participants indicated that teacher challenges that affected the implementation of the new Business subject's curriculum included: lack of adequate teacher in-service training; limited competent human resources; inadequate time allocation to Business subjects on respective schools' timetables; rigidity of teachers to shift from teacher centeredness to learner centeredness; and; lack adequate teacher in-service training. This was due to the government and private school owners delay to supply instructions materials and postponement of staff recruitment. For this matter, therefore, a number of study participants had to propose; fresh recruitment to increase the capacity of teachers as well as procuring for new and updated texts with contemporary content to aid the implementation of the new Business Subjects curriculum in both public and private schools. They further advocated for the decentralization of training centres by the government of Uganda via the Ministry of Education and Sports to enhance the implementation of the new Business Subjects curriculum.

The above qualitative findings were confirmed by the quantitative findings as Business Subjects indicated that t they were being faced with both inside and outside school challenges while in the implementation of the new Business Subjects curriculum. This was denoted by a high percentage of over 67% that was posted by all the items that were used to measure teacher challenges that affected Business Subjects teachers' preparedness for the implementation of the new Business Subjects curriculum.

## 5.3 Conclusions

The study sought to assess teachers' preparedness for the implementation of the new Business Subjects curriculum in the selected secondary school of Kabale district, Uganda. A number of conclusions were arrived at based on the three study objectives and their respective study questions.

In relation to the findings of study objective one, the researcher concludes that teacher characteristics have a significant effect on the implementation of the new Business Subjects curriculum. 66.7% of the determinants of the implementation of the new Business subjects' curriculum are influenced by teacher characteristics. The short professional teacher training enables some of the Business Subjects teachers to comprehend the concepts and requirements of the new Business Subjects curriculum to achieve the new Business Subjects curricular goals.

In the light of findings of the second objective, It can be concluded that a variety of teacher practices were used to support teacher's preparedness for the implementation of the new Business Subjects curriculum. However, a number of Business Subjects teachers have limited knowledge of ICT and therefore seldom integrated it in their curriculum implementation process.

Based on the study objective three findings, the study conclusion was; the delay and postponing supplies by both the government and school proprietors create teacher-related challenges that mired their preparedness for the implementation of the new Business Subjects curriculum.

## 5.4 Recommendations

Based on the above summary and conclusions, this study makes the following recommendations:

1. The Ministry of Education and Sports ought to consider organizing more in-service teacher training in retooling and adequate preparation of Business Subjects teachers for the implementation of the new Business Subjects curriculum.

2. The Uganda National Curriculum Development Centre (NCDC) should train Business Subjects teachers on ICT skills to enable them fully use the provided ICT facilities and equipment to enhance their preparedness to implement the new Business Subjects curriculum that is computer bases.

3. Education service commission should provide opportunities for teachers to further their studies. These opportunities include offering paid leaves or scholarships to the serving Business Subjects teachers. Besides, more funds should be allocated to schools for the purchase of new instruction materials, and payment of teachers' salaries as well as creating frequent forums to air out teacher challenges through school heads.

4. The government and private school owners should always act timely in responding to teachers needs to enhance their preparedness for the implementation of the new Business Subjects curriculum. This can prevent a given teacher-related challenge at an early stage

## 5.5 Suggestions for Further Research

The study focused on one-factor teachers' preparedness for the implementation of the new Business Subjects curriculum. For this reason, there is a need for further research on other factors for the implementation of the new Business Subjects curriculum.

The study found that there are a number of teachers challenges that affected the teacher's preparedness for the implementation of the new Business Subjects curriculum. In future, a similar study should be conducted on strategies to overcome the teacher challenges affecting their preparedness for the implementation of the new Business Subjects curriculum.

The study was done in a small section of Kabale District. In future, a similar study ought to be done in the rest of the region and Uganda at large.

## 5.6 Chapter Summary

This chapter focused on the summary of findings, study conclusions, Recommendations, and suggestions for further studies. This chapter is followed by the list of reference.

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**APPENDICES**

**Appendix A: Work Plan**

| Activity | May - Nov 2020 | January - April 2021 | May- August 2021 | August 2021 | November 2021 |
|---|---|---|---|---|---|
| Proposal writing, and defending | ■ | | | | |
| Data collection | | ■ | | | |
| Data Presentation, Analyzing, Interpretation and Dissertation writing | | | ■ | | |
| Dissertation presentation 1st draft | | | ■ | | |
| Dissertation presentation 2nd draft | | | | ■ | |
| Report Presentation and Report Submission | | | | | ■ |

**Appendix B: A Replica of the D.E.O Consent Form**

**MOI UNIVERSITY**
Office of the Dean School of Education

Tel:   (053) 43001-8
        (053) 43555
Fax:   (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: M.EDR/4187/20                    DATE: 27th January, 2021

TO District Education Officer
**Kabale District**
**Box 12**
**KAMPALA, UGANDA**

Dear Sir/Madam,

*He has been allowed to conduct his research activities in the schools of Kabale district*

RE:        **RESEARCH PERMIT IN RESPECT OF MUHWEZI**
           **INNOCENT – [M.EDR/4187/20]**

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management & Policy Studies, School of Education.

It is a requirement of his M.Ed Studies that he conducts research and produces a thesis. His research is entitled:

**"Teachers' Preparedness for Curriculum Implementation of Business Subjects in Uganda: A Case of Selected Secondary Schools in Kable District."**

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

*27·01·2021*

PROF. J. K. CHANG'ACH
**DEAN, SCHOOL OF EDUCATION**

(ISO 9001 – 2015 Certified Institution)

**Appendix C: Consent Letter for Director of Studies**

MUHWEZI INNOCENT

MOI UNIVERSITY,

P.O BOX 3900-30100,

ELDORET, KENYA.

**<u>RE: LETTER OF CONSENT</u>**

I am a Master student from Moi University carrying out a study titled "Teachers' preparedness for the implementation of the new Business Subjects curriculum in selected secondary schools of Kabale district, Uganda. The study has been approved by Moi University, Kenya and Gulu University Research Committee (GUREC). You are requested to participate in this interview about teachers' preparedness and Curriculum implementation of Business Subjects in secondary schools. The purpose of this interview is to comprehend your understanding of teacher's preparedness and the implementation of the new Business Subjects curriculum in Ugandan secondary schools. The information learned from the interviews and questionnaires will be used to identify your opinions on the above-mentioned Teachers' preparedness for Curriculum Implementation of Business Subjects in Secondary Schools. You can choose whether to take part in the face Interviews with the audio recording and stop at any point you are requested to. Although the interview will be recorded, your responses and reactions will stay unknown and no names will be referenced in the research report.

There are no wrong or right responses to these Interviews. We need to hear a wide range of responses, opinions and might want to get responses from everybody. We trust you can be straightforward notwithstanding your reactions.

I understand this information and consent to participate fully under the above-articulated conditions.

Name: ………………………………..

Signed: ……………………………….

Date: ………………………………..

**Appendix D: Consent Letter for Business Subjects Teachers**

MUHWEZI INNOCENT

MOI UNIVERSITY,

P.O BOX 3900 -30100,

ELDORET, KENYA

<u>**RE: LETTER OF CONSENT**</u>

I am a postgraduate student at Moi University. I intend to conduct a study; Teachers preparedness for the implementation of the new Business Subjects curriculum in selected secondary schools of Kabale district, Uganda. Moi University in Kenya and Gulu University Research Committee in Uganda has approved this study. You are requested to take part in filling these questionnaire questions about teachers' preparedness and the implementation of the Business Subjects curriculum in Ugandan secondary schools. The purpose of this questionnaire is to comprehend your understanding of teacher's preparedness and the implementation of the new Business Subjects in secondary schools. The information learnt from questionnaires will be used to identify your understanding of the above-mentioned Teachers' preparedness for the implementation of the new Business Subjects curriculum in Secondary Schools. You can choose whether to take part in the filling of the questionnaires and stop at any point you are requested to. To ensure confidentially, your responses in the questionnaires will stay unknown and no names shall be referenced in the final research report

There are no wrong or right responses to these questionnaire items. We need to hear a wide range of responses and might want to get responses from many individuals. We trust you can be straightforward, not with-standing your reactions.

I understand this information and consent to participate fully completely under the conditions articulated above.

Name: ………………………………..

Signed: ………………………………….

Date: ………………………………..

## Appendix E: A Replica of the Headteachers Consent Letter

**TITLE OF THE STUDY**

Teachers' Preparedness for Curriculum Implementation of Business Subjects in Uganda; A Case of Selected Secondary Schools in Kabale District.

**Headteacher of the School Consent Form**

I give consent to you to approach teachers of my institution to participate in the above-named study. I have read the information on the project statement explaining the purpose of the study and understand that;

➢ The role of my school is voluntary

➢ Only two teachers and the D.O.S will be invited to participate and that permission will be sought from them.

➢ My School teachers' names will not be used neither will be identifiable in any written reports about the study.

➢ My school will not be identifiable in any report about the study

➢ The participants from my school will be free to withdraw from the study at any time without any penalty.

➢ All the information obtained in the study will be treated with strict confidence

➢ A report of the findings of this study will be made available to the school

TURYASIIMA ELLY ............................

Head Teacher

HEADMASTER
1 0 FEB 2021
Stamp
NYABIKONI SECONDARY SCHOOL
P O Box 304, Kabale (U)
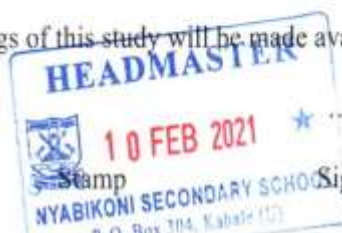
.............. Signature

10-02-2021 ............

Date

**Appendix F: Consent Form for the Headteacher**

**TITLE OF THE STUDY**

Teachers' preparedness for the implementation of new Business Subjects curriculum in Uganda selected secondary schools of Kabale District, Uganda.

**Headteacher of the School Consent Form**

I give consent to you to approach teachers of my institution to participate in the above-named study.  I have read the information on the project statement explaining the aim of this study and understand that:

➤ My schools' role is voluntary.

➤ Only 2-3 teachers and the D.O.S will be invited to participate and that permission will be sought from them.

➤ My school teachers shall not be used either be identifiable in form of any written report about this study.

➤ The school's name shall not be identifiable in any report of this study.

➤ The teachers from my school participating in this study will be free to withdraw from the study at any time without any penalty.

➤ All the information obtained in the study shall be treated with strict confidence

This study findings report shall be made available to our school

…………………………                          ………………  ………………

Head Teacher                    Stamp                    Signature          Date

**Appendix G: An Informed Consent Document for Participants**

**Study title:** Teachers' preparedness for the implementation of the new Business Subjects curriculum in selected secondary schools of Kabale District, Uganda.

**Researcher**: Muhwezi Innocent; Institution: Moi University

**Background:**

I would like to invite you to participate in my research study. The researcher is a second-year student at Moi University, Kenya pursuing a Masters of Education in research. This document elucidates the research study for you. After the study has been elucidated, any questions you may have, been answered, and, you have agreed to take part in this research, you shall be asked to sign a consent which you will receive a copy to keep for future. This research is intended to assess teachers' preparedness for the implementation of the new Business Subjects curriculum. This study is being conducted to learn more about the role of the contribution of Teacher characteristics in the curriculum implantation of Business Subjects, identify the teacher practices for curriculum implementation of Business Subjects, and identify the teacher challenges for curriculum implementation of Business Subjects. After the approval of the study proposal by Moi University, the investigator sought approval from Gulu University Research Ethics Committee in Uganda.

**A brief description of the research project funders.**

The research study funder is through the Germany Academic Exchange Services (DAAD) with funds from the German Federal Office through the East and South African- German Centre of Excellency (CERMESA). This is a joint project among Moi University (Kenya), Nelson Mandela Metropolitan University (South Africa), University of Dar es Salaam (Tanzania), and, University of Oldenburg (Germany), and Uganda Management Institute (Uganda).

**Purpose**

This study aims to assess teachers' preparedness for the implementation of the new Business Subjects curriculum in the selected secondary schools in Kabale district, Uganda. The study findings will assist in highlighting some of the effects of the teacher characteristics, on curriculum implementation of Business Subjects, the teacher practices that support teachers for curriculum implementation of Business Subjects in Ugandan secondary school's teacher challenges that affect the implementation of the new Business Subjects curriculum. Furthermore, this study is intended to benefit other stakeholders such as Non-Governmental Organizations (NGOs), National Curriculum Development Centre (NCDC) and policymakers, who have committed financial and material resources for increasing student attendance rates not only in the district but also in the country as a whole. The study findings are, thus, critical to both the Ministry of General Education and these NGOs in having an informed evaluation of how well Government and donor resources translate into curriculum implementation of Business Subjects. The study findings should further add to the prevailing knowledge body on the subject under the study, thus acting as a reference for other further scholars. act as a reference for other scholars.

**Procedure.**

Participating in this research study will require filling in the questionnaires, a personal interview that is face to face and discussion which may keep going for one to two hours. With the participants' permission, the interviews will be directed by the researcher, tape-recorded and later transcribed to analyze the data. There are no set/specific answers, therefore, feel free to give your opinions. We need to hear a wide range of perspectives. The audiotapes will be stored securely for purposes of

confidentiality. These activities will be conducted within your school and you will be required to provide more details in the body of the form.

**Time of participation**

The participation in the study would be between 6th January up to the end of January 2021. Three sessions per week will be held.

**Who to participate in the study?**

You have been entreated to participate in this study. This is because you are sought to be with the required information for this study. The study will last for approximately thirty days and 100 people will take part in this study. The researcher will arrange an interview on separate days and each.

**Confidentiality.**

The researcher intends to use pseudonyms and anonymity strategies to protect your privacy and confidentiality. Data collected shall only be accessible by the research team. The soft copies of the information shall be protected by the password and hard copy files will be stored under lock and key. Confidential data shall only be accessible by the principal researcher. Alternatively, if you wish to be quoted by name on anything, in particular, there may be future consequences. Please do not answer any interrogations or discuss any topics that may make you feel uncomfortable. The results of the study will be published as a research paper and might be published in a professional journal.

**Benefits.**

You will get feedback on the discoveries and advancement of the investigation, and that any new data that influences participation in the research study (including incidental discoveries) shall be made accessible to look into by the members. The research findings could be used to address several challenges facing curriculum

developers and implementors and different education stakeholders in Uganda like the ministry of education, administrators, teachers, curriculum developers, parents, Students, NGOs and schools for Curriculum Implementation of Business Subjects in Uganda Secondary schools.

**Alternatives and Cost:**

If you are not interested, you do not have to participate in this study. You shall not lose any benefit in case of no participation. There will not be any extra cost incurred as a result of participating in this research study. Your time for participation in this study will be compensated at least 5000UGX for each participant in the interview discussions or filling of the questionnaires.

**Withdrawal of participation.**

In case you decide at any time during the interview or discussion that you no longer wish to continue participating in it, you may withdraw your consent without prejudice.

**Further questions and follow up.**

In case of any question related to the study during the entire study process or information on your rights as a research participant, you are welcome to ask freely. Furthermore, if you have any further information on the study, kindly contact the principal investigator-Muhwezi Innocent or the researchers' supervisor on the contact details below.

**Researcher's Supervisors. +254722449288 or +256782702154,**

**Researcher's E-mail.** _muhwezill@gmail.com,_

**Researcher's contact. +254720060761/+256777583375.**

**Voluntariness Statement:**

Your participation in this study is intentional and it is without anyone else unrestrained choice. You reserve a privilege to pull back from this study whenever without any consequence towards you. If you have any questions relating to your rights and interest in the study, it would be ideal if you contact the chairperson, Gulu University Research Ethics Committee in Uganda that approved the proposal/ the Uganda National Council for Science and Technology, on plot 6 Kimera Road, Ntinda, Kampala on 0414705500'

**Consent Statement**

I confirm that the study purpose, the study procedure, the possible risks, and, discomforts, as wee as benefits have been explained to the participant. All the emergent questions have been answered and the study participant has agreed to participate in the study. I am mindful that might pull back at any point. I comprehend that appending my signature on this form does not defer any of my legitimate rights but simply show that I have been educated about the exploration contemplate in which I am willfully consenting to take part in the study. A duplicate of this form shall be given to me.

Participant's signature      _____      Date    _____

Researcher's signature       _____       Date    _____

**Appendix H: Questionnaires for Business Subjects Teachers**

**Dear Respondent,**

This questionnaire is to collect information to achieve the purposes of the study titled "Teacher's preparedness for the implementation of the new Business Subjects' curriculum in selected secondary schools of Kabale district, Uganda." Kindly respond to all the questions as honestly as possible. You have been picked randomly to participate in this study. Therefore, your full participation will be highly appreciated. The findings of this study that will be generated will be handled with the highest level of confidentiality and used for this academic study only. All information provided would strictly be used for this study only. Kindly be assured of concealment as well as the confidentiality of the information you will provide.

**SECTION A: Demographic information**

**Instruction**

Given below are some items to seek information about your school and you. Please read each item carefully and give your response one by one. To respond to an item, please provide the required information or select an appropriate code given along with the item and write the code in the block(s) given along with the item. Your responses are to be used for this academic study and shall be kept confidential. Please write your responses in English Language only and use codes in international numerals (**1, 2, 3…**).

**AA. INSTITUTIONAL INFORMATION**

| ID | QUESTION | RESPONSE |
|----|----------|----------|
| ABI | What is the ownership of the school? <br> 1. Public       2. Private | |
| AB2 | What is the School Setting? <br> 1. Rural School       2. Urban School | |
| AB3 | What is the type of school? <br> 1. Boy    2. Girl    3. Co-education | |
| **AB. BACKGROUND CHARACTERISTICS** | | |
| AB4 | What is your gender? | |
| AB5 | What is your age bracket? <br> 1. 20-29   2. 30-39    3. 40-49      4. 50+ | |

| AB6 | What is your current highest academic qualification? <br> 1. Certificate   2. Diploma   3. Degree   4. Masters   5. PhD <br><br> Any other specify_____ | |
|-----|---|---|
| AB7 | What subjects do you teach? <br> 1. Economics             2. Entrepreneurship Education           3. Both | |
| AB8 | Which Class are you currently teaching? <br> 1. Senior 5        2. Senior 6          3. Both Senior 6 and 5 | |
| AB9 | How many years have you taught in secondary school (s)? <br> 1. 0-9 years   2. 10-19years   3. 20-29 years   4. 30years and above | |

## SECTION B.  TEACHERS' CHARACTERISTICS

B1.  Have you had any professional teacher training on the implementation of the new Business subjects' curriculum?

   1. YES            (  )              2.  NO            (  )

B2. How many teachers professional training sessions have you attended?

   _____

If your answer to the (B1) above is YES, please answer questions from numbers B3 to B6.  Please read each item carefully and give your response one-by-one; With the help of the following keys: Strongly Agree (SA), Agree(A), Undecided(U), Disagree(D), and, Strongly Disagree (SD).  **Use Strongly Agree=1, Disagree = 2, Undecided = 3, Agree =5, and, Strongly Agree =5.**

| ID | Statement | Strongly Agree | Disagree | Undecided | Agree | Strongly Agree |
|----|-----------|----------------|----------|-----------|-------|----------------|
| B3 | I was successfully in-serviced prior to the implementation of the new Business Subjects' curriculum. | | | | | |
| B4 | The    training    I attended    was adequate   for   the implementation   of the   new   Business | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Subjects' curriculum. | | | | | |
| B5 | The training I attended was operative in terms of improving my teaching approaches | | | | | |

B8 What was the content of the training? Tick what applies
   a) Curriculum changes (   )
   b) Subject content (   )
   c) Emerging issues (   )
   d) All of the above  (   )
   e) Any other (specify)_____

B9. What should the Ministry of Education and Sports do to enhance teacher professional training for implementing the emerging issues in the Business Subjects curriculum?

_____

_____

B10.  Do you prepare in advance for implementation of the new Business subject's curriculum?

1. YES                         (    )                    2. NO            (   )

B11. Do you use some teaching documents for the implementation of the new Business Subjects' curriculum?

1.YES                          (   )                     2. NO           (   )

If your answer in question (B10 and B11) above is YES; Basing on your experience while using these documents, kindly give your response on whether the documents facilitate the implementation of the new Business Subjects' curriculum: Using the following keys; Strong Agree (SA), Agree (A), Undecided (U), Disagree (D), and, Strongly Disagree (SD).  **Use 1 for Strongly Disagree, 2 for Disagree, 3 for Undecided, 4 for Agree, and, 5 for Strongly Agree**.

| ID | Teaching Document | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| B12 | Schemes of Work | | | | | |
| B13 | Lesson Plan | | | | | |
| B14 | Students Register | | | | | |
| B15 | Course Outline | | | | | |
| B16 | Record of Work Covered | | | | | |
| B17 | Student's Progress Report Records | | | | | |
| B18 | Syllabus | | | | | |
| B19 | Relevant Textbooks | | | | | |
| B20 | Charts | | | | | |
| B21 | Teacher's guide | | | | | |

B22 The following are some of the teaching/learning techniques for implementing the new Business Subjects' curriculum:

1.  Lecture             2. Question and Answer      3. Discussion

4.  Brainstorming       5. Storytelling             6. Talks from resourceful

persons             7.  Roleplay      8.  Field trips      9. Drawing and dramatization.

10.  Others Specify…………………………

Using the box below, write the numbers of the techniques you often use
while implementing the new Business Subjects' curriculum.

### SECTION C:  TEACHER PRACTICES

A number of teacher practices are listed in the table below. Please tick a box that most closely matches how often you use the practices for the implementation of the new Business Subjects' curriculum. Use Never =1, Seldom =2, Sometimes =3, Often =4 and always =5.

| ID | Teacher Practices. | Never | Seldom | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| C1 | Lesson planning | | | | | |
| C2 | ICT integration | | | | | |
| C3 | Use of teaching aids | | | | | |
| C4 | Integration of teaching methods | | | | | |
| C5 | Evaluation and assessment | | | | | |

C6. Which one of the teacher practices in the table above C1-C5 do you think is the most suitable for the implementation of the new Business Subjects curriculum? *PLEASE TICK ONE ONLY.* Choose only the one that is most important for you.

C1 ( )           C2 ( )                C3 ( )           C4 ( )           C5 ( )

Give reasons for your choice above

_____

_____

C7 Which one of the teacher practices in the table above C1-C5 do you think is the least suitable for the implementation of the new Business Subjects curriculum? *PLEASE TICK ONE ONLY.* Choose only the one that is most important for you?

C1 ( )           C2 ( )                C3 ( )           C4 ( )           C5 ( )

Give reasons for your choice above

_____

_____

## SECTION D:  TEACHER CHALLENGES

A number of teacher challenges are listed below. Please pick the option that most closely matches the extent to which you agree or disagree with the following statements on teacher challenges that hinder the implementation of the new Business Subjects' curriculum. **Use Strongly Disagree=1, Disagree = 2, Undecided = 3, Agree = 4, and, Strongly Agree = 5.**

| ID | Teacher Challenges | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|-------------------|----------------|-------|-----------|----------|-------------------|
| D1 | Inadequate instructional materials hamper the implementation of the curriculum | | | | | |
| D2 | Inadequate human resource limits the implementation of the curriculum | | | | | |
| D3 | The rigidity of teachers to shift from teacher-centred to learner-centred teaching techniques after the | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | implementation of the curriculum | | | | | |
| D4 | Lack of locally published textbooks limits the implementation of the curriculum. | | | | | |
| D5 | Inadequate in-service teacher training hinders the implementation of the curriculum | | | | | |
| D6 | Inadequate time allocation to Business Subjects affects the implementation of the curriculum | | | | | |
| D7 | Heavy workloads affect the implementation of the curriculum | | | | | |

**Thank you for taking the time to complete the questionnaire.**

**Appendix I: An Interview Schedule for Directors of Studies**

The focus of this interview is on **teacher professional training, teacher practices** and **teacher challenges** for the implementation of the new Business Subjects curriculum.  The interview shall take about 10-20 minutes.  The interviewer shall also ask probing questions to pursue a response in more detail.

1. In your opinion, how is professional teacher training important in the implementation of the new Business Subjects curriculum?

2. According to you what are some of the recommended instructional techniques or methods for implementing the new curriculum of Business Subjects?

3. What are some of the recommended teaching documents used by your Business Subjects teachers while implementing the curriculum of Business Subjects?

4. In your opinion, what are some of the teacher challenges encountered by Business Subjects teachers during the implementation of the new Business Subjects' curriculum in your school?

**Thank you for taking the time to answer the questions**

**Appendix J: Research Permit Cover Letter**

**MOI UNIVERSITY**
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MEDR/4187/20

DATE: 21st December, 2020

**Gulu University**
Research Ethics Committee
P.O. Box 166
Laroo Division,
**Gulu City, Uganda**

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF MUHWEZI INNOCENT – (MEDR/4187/20)**

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management & Policy Studies, School of Education.

It is a requirement of his M.Ed Studies that he conducts research and produces a thesis. His research is entitled:

**"Teachers' Preparedness for Curriculum Implementation of Business Subjects in Uganda: A Case of Selected Secondary Schools in Kabale District."**

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

MOI UNIVERSITY
SCHOOL OF EDUCATION

21 DEC 2020

PROF. J. K. CHANG'ACH
**DEAN, SCHOOL OF EDUCATION**

(ISO 9001 – 2015 Certified Institution)

## Appendix K: Research Permit Approval Letter

**GULU** UNIVERSITY

P.O. Box 166, Gulu (U)
Website: www.gu.ac.ug
Email: gurec@gu.ac.ug

Tel:  +256 471 432 096
Fax:  +256 471 432 913
Mob:  +256 772 305 621
      +256 776 812 147

**RESEARCH ETHICS COMMITTEE**

14/04/2021

To: INNOCENT MUHWEZI

0777583375

**Type:** Initial Review

**Re: GUREC-2020-31: TEACHERS' PREPAREDNESS FOR CURRICULUM IMPLEMENTATION OF BUSINESS SUBJECTS IN UGANDA; A CASE OF SELECTED SECONDARY SCHOOLS IN KABALE DISTRICT, PROPOSAL, 2021-03-30**

I am pleased to inform you that at the **72nd** convened meeting on **18/02/2021**, the Gulu University REC, committee meeting, etc voted to approve the above referenced application.
Approval of the research is for the period of **14/04/2021** to **14/04/2022.**

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **14/04/2022** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Gulu University REC:

| No. | Document Title | Language | Version Number | Version Date |
|---|---|---|---|---|
| 1 | Informed Consent forms | ENGLISH | AUDIO RECORDING INFORMED CONSENT FORM | 2021-04-09 |
| 2 | Informed Consent forms | ENGLISH | INFORMED CONSENT FOR QUESTIONNAIRES -09.04.2021 | 2021-04-09 |
| 3 | Informed Consent forms | ENGLISH | INFORMED CONSENT FOR IN-DEPTH INTERVIEWS | 2021-04-09 |
| 4 | Covid-19 Management Plan | ENGLISH | Covid-19 Management Plan | 2021--30 |
| 5 | Protocol | English | PROPOSAL | 2021-03-30 |
| 6 | Data collection tools | ENGLISH | INTERVIEW GUIDE | 2021-03-23 |
| 7 | Data collection tools | ENGLISH | QUESTIONNAIRE | 2021-03-23 |

Yours Sincerely

Dr. Gerald OBAI
For: Gulu University REC

**Appendix L: Research Budget**

| S/N | ITEM DESCRIPTION | UNITS | UNIT COSTS (Ksh) | TOTAL (Ksh) |
|---|---|---|---|---|
| 1. | **Research permit** | | | |
| | (a) Research permit application | | | |
| | (i)　　REC | | 33500($150) | 33500 |
| | (ii)　　UNCST | | 5680 ($50) | 5680 |
| | b) Travel allowance | X4 | 2000 | 8000 |
| | **Sub-Total** | | | **29,680** |
| | | | | |
| 2 | **Piloting** | | | |
| | Travelling (researcher) | 3 days | 2000 | 6000 |
| | meals and accommodation | 3 days | 2500 | 5000 |
| | Data instruments preparation | | 6000 | 6000 |
| | Researcher's Assistant training (meals and transport) | 3 days | 1500 | 4500 |
| | Hand sanitiser | 1ltr | 1000 | 1000 |
| | **Sub-Total** | | | **22500** |
| 3 | **Field research** | | | |
| | Data instrument preparation | | 16000 | 16000 |
| | Meals | 28 days | 1000 | 28000 |
| | Accommodation | 28 days | 2000 | 56000 |
| | Travelling(field) | 20days | 1500 | 30000 |
| | Travelling (Uganda to and from Kenya) | X4 | 5000 | 20000 |
| | communication | | 4000 | 4000 |
| | Research Assistant field allowance | 5days | 1500 | 7500 |
| | Research Assistant meals & Transport | 5days | 2000 | 10000 |
| | Hand Sanitizer | 3 ltrs | 1000 | 3000 |
| | Temperature monitor | 1 | 7200 | 7200 |
| | **Sub-Total** | | | **181700** |
| 4 | **Stationary** | | | |
| | Reams of papers | 10 | 500 | 5000 |
| | Counter books | 5 | 840 | 4200 |
| | External hard drives | 1 | 9000 | 9000 |
| | Power bank | 1 | 3500 | 3500 |
| | Diaries | 6 | 1200 | 7200 |
| | Boxes of text highlighters | 4 | 650 | 2600 |
| | Boxes of pens | 4 | 500 | 2000 |
| | Digital audio recorder | 1 | 8500 | 8500 |
| | **Sub-Total** | | | **42000** |
| | **Grand Total** | | | **275,880** |